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School Activities

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As the Editor Sees It

Hello. It's nice to see you again. Hope you have another good year.

Late last spring Attorney General Earl Warren of California in a sweeping opinion held "that various types of fees and deposits" assessed against elementary, high school, and junior college students "are not proper charges."

In the opinion of Alfred E. Lentz, administrative adviser to the State Department of Education, no charges could be made for "assembly, entertainment, play, athletic contests or other activities held during school hours."

Congratulations, California!

We are nearing the time when all admission fees to school events will be recognized as exactly what they are—illogical, illegal, unlawful, and detrimental gouges.

An investigator recently reported that only three days of the school year have not been appropriated for some special day or week. "School folks are suckers" is the attitude of the average commercialized special day or week promoter. Complimentary?

"The School Magazine—An Aid to Written Language," is the title of an article in the May-June *Journal of Education*. That's fine—for those who get it out. Now let's hear how it aids its readers.

Based on stamp sale records, the liquor consumed in the District of Columbia annually has a retail value of roughly \$26,000,000—twice the total cost of the public school system. How does it run in your community? Why not find out and so have a good reply for the individual who squawks about the high cost of local education?

States Nova A. Smith as one of the conclusions of his doctoral dissertation, "The Organization and Administration of Extra-Curricular Activities" (Pittsburgh, 1939), "... it seems unreason-

able to expect each teacher in every high school to be truly interested in the work of this comparatively new field." Right! And some of them won't ever be. Moral? Appropriate administrative measures that recognize practically (in teacher loads) interest and non-interest.

Six-man football is growing. Let's keep it a school game and resist all attempts (by means of national honor rolls, all-star selections, etc., which promote advertising, sales of publications, etc.) by outside agencies to control it.

"De-Emphasize LSU Football. Lose \$100,000 last season," runs the headlines of a newspaper story dated July 25, 1940. The second deck sounds like the report of a business house. The first, like the report of an educational institution.

Last year public, private, and parochial schools and affiliated organizations in the United States sponsored 6,258 Boy Scout Troops and Cub Packs. A worth-while activity, and one that is growing.

According to A. W. in *The Clearing House* for May, "It costs the taxpayers about \$40 (for salaries alone) each time we have an assembly in our school. At times I wonder just what would happen if the parents had to sit through some of the assemblies that they pay for."

HOW'RE YOURS?

We welcome to our Advisory Board—Dr. J. Frank Faust, Principal of the Chambersburg, Pennsylvania, High School. Dr. Faust has served at important educational posts in county, state, and nation. His experience as an organizer, administrator, writer, and college teacher of activities has been both varied and comprehensive. He has been a direct and an indirect contributor to *School Activities* for several years. We are happy to have him with us.

Self-Evaluation of Extra-Curricular Organization

IT IS charged by some people, educators as well as laymen, that extra-curricular activities in most schools require much more time and energy than could possibly be justified by the educational outcomes of these activities. It is also charged that some organizations digress so far from their original purposes that it would be impossible or at least difficult to guess their purposes by attending any or even all of their meetings. It is further charged that eligibility requirements, limited participation, sponsor domination, lack of sponsor guidance, the use of childish motivators such as the serving of refreshments, meetings without challenging programs, etc., all combine to render club activities highly questionable from an educational standpoint.

These charges need not necessarily be true. They can be avoided, however, only by careful evaluation of the club's activities. And it is generally recognized, especially in out-of-school life, that self-evaluation is probably productive of greater growth than evaluation imposed by some person or agency not in close touch with the purposes and program of the organization being evaluated.

It is, therefore, suggested that each organization evaluate itself. This evaluation will be most effective if it is a continuous process and if each individual member participates in it. There are many points to be considered in such a plan of self-evaluation. Some are peculiar to the organization. Other points would be equally applicable to all organizations. It has been found by organizations that have tried it that such a plan is productive of much desirable growth. The following list of questions, although not exhaustive, is proposed to serve as a guide.

PURPOSE

1. What is the avowed purpose of your organization? Is it understood and approved by each member?
2. Is it worthy? Would the realization of the purpose make a definite contribution toward the immediate, and probable future, needs of boys and girls? (Does it further or does it oppose the purposes of secondary education?)
3. Are the purposes for which the club exists being more effectively realized by other means? (Other clubs, curricular activities, etc.)

ACTIVITIES

1. Is each activity planned for the purpose

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*Associate Professor of Education,
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Normal, Illinois*

of helping to realize the major purpose of the organization?

2. Would it be possible for an outsider to visit one or all of the meetings of your organization and guess its purpose by observing its activities? (If your organization claims to be a service organization, is that evident in the meetings?)
3. Is your program of activities as now conducted vitally important to the individual students who are members? To this high school?

MEMBERSHIP

1. What are the eligibility requirements? Do they keep out persons who might be helped by the club? Do they develop social responsibility by requiring each student to carry as great a share of the organization's work as his competence and time will permit?
2. Do you have active and associate members? Do you have active and "passive" members?

PARTICIPATION AND CONTROL

1. Are policies and programs formulated by the sponsor? By officers? By the club as a whole?
2. Is the work of the organization conducted by a very small minority?
3. What percentage of the total enrollment of the club is the average attendance?
4. Could more extensive use be made of committees? How often do you change the membership of committees?
5. Is the participation of the members sufficiently high in quality to help in the realization of the purposes of the organization?

MEETINGS

1. Do the meetings begin on time? End on time? Are they conducted with sufficient dispatch and businesslike procedure as to enlist the respect of the members for the officers, the sponsor, and the organization as a whole?
2. Is training in correct parliamentary procedure an important by-product of your meetings? Should it be?
3. Do you make extensive use of outsiders in the presentation of your programs? Why?

4. Are refreshments served? (Always, occasionally, never). Does the serving of refreshments help you to realize the purpose for which you exist? Are the purposes and activities of the organization vital and challenging enough to attract the members of the organization even when refreshments are not served?
5. Are your meetings conducted in accordance with the regulations proposed by the controlling agency? (This may be the principal, a board of control, the student council, etc.) These are proposed only for the purpose of avoiding conflicts and otherwise bringing the greatest good to the greatest number of people.
6. What use does your organization plan to make of these questions?

It is suggested that administrators who attempt to use a list of questions such as those proposed above make perfectly clear that no inspection or evaluation by an outsider is contemplated, that whatever use is made of the questions will be made by the sponsor and members of each club, and that the questions are proposed only with the desire to help provide some means of making the organizations and clubs as vital as everyone would like them to be. Such an encouragement of self-evaluation may also serve as a means of focusing thought and attention upon the intrinsic, rather than the extrinsic, values of education.

It Happened in Mecca!

J. W. CONLIN

High School Principal, Mecca, Indiana

FOR decades school administrators have longed for that Utopian era in extra-curricular management when the admission fee would be eliminated, especially for the pupils of the school. In the Wabash Township School, Mecca, Indiana, this vision, in so far as athletic contests are concerned, has become a reality.

A rich coal deposit at one time underlaid a large portion of this township. More than a quarter of a century ago it was exhausted, but not until a rich vein of shale suitable for the manufacture of sewer pipe had been discovered. As the mine shafts fell into decay three sewer pipe plants, providing an income, either directly or indirectly, for practically every family in the little town and surrounding community, sprang into existence, as if by magic.

Due to the depression, as well as to the development of substitutes, clay pipe fell more or less into disuse. Gradually the orders arrived less frequently, fewer men were em-

ployed, working hours decreased in number, and the sound of the presses gradually died away, until finally the doors were locked, the windows nailed up, and the kilns and stacks stood as silent reminders of the "glory that once was Mecca's."

For a period of ten years the inhabitants have been forced to rely upon PWA, WPA, NYA, and direct relief. Money has been scarce around this little town. Nevertheless admission fees were charged to the athletic events and to all other extra-curricular activities. The natural result was that as the number of fans on the bleachers decreased, the larger became the group which gathered before the doors of the gymnasium, wishing to see the game but unable to do so because they lacked the fifteen or twenty-five cents demanded by the ticket seller.

The results were devastating. Windows were smashed, intentionally or unintentionally, by those on the outside; there were fewer on the bleachers to inspire the players, and naturally the school spirit was necessarily at a very low ebb.

Immediately after the opening of school last September the trustees, school bus drivers and faculty worked out a co-operative scheme whereby the gymnasium doors would be open to all the children of school age in Wabash Township.

Necessarily a number of our games are played in schools some miles distant. The transportation to and from the games has heretofore been one of the gravest problems of the principal and coach. When the bus drivers learned that the doors of the gym would be open to all school children, they demonstrated their spirit of co-operation by making arrangements to transport the ball boys free of charge.

Three hundred and forty tickets were given away last October, and the result is a happier student-faculty relationship, an excellent interest in the school and school activities on the part of the patrons, and a splendid attendance at all ball games. Our dream of an uncommercialized extra-curricular program in our little township high school has been partially realized. When we can bring it to a complete realization is a question for which we have no reply. But "It Happened in Mecca," that community in western Indiana hardest hit by the depression and by closing of factories, banks, and business houses.

"It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude."—
Ralph Waldo Emerson.

Getting the Council Under Way

THE success of a student council throughout the year depends considerably upon the success of initial meetings. Naturally each succeeding council has many new and inexperienced members. These incoming members feel the importance of their positions and are anxious to contribute to the well-being of the school. Their attempts at action, however, too often indicate the motivation of childish enthusiasm rather than the logical actions of potential student leaders. It is the responsibility of the faculty and administration to help the sponsor forestall this lost motion.

Student councils have been organized for the benefit of the students. The council in any school is but one of the many activities organized and administered for the purpose of providing opportunity for integrated student growth. The outcome of this activity supplements the anticipated outcome of the more academic phases of secondary education. It is imperative, therefore, that we realize that successful council programs are the result of definite planning. If members of any council feel that their meetings are aimless and that there is a tendency to ramble from one discussion to another, they are apt to lose interest. If they lose interest, much of the benefit they should gain through participation is lost.

So often it seems that the council is just finding itself by the end of the school year. Over a period of years it has been noticeable—in our school at least—that each succeeding council has located approximately the same problems upon which to center its interest and activity. Our big difficulty has been that the year was so nearly gone by the time the problems were clearly comprehended that there was little time left for constructive action.

It is generally agreed that the best opportunity for student growth through student council activity comes as a result of logical and planned analytical attack upon problems through well organized committees which allow for extensive student participation. In an effort to facilitate a prompt and business-like opening of council activities, the following list of suggested projects was presented at the first meeting in the fall of 1939:

SUGGESTED STUDENT COUNCIL PROJECTS

I. Revise High School Handbook

- A. Plan revision work to cover period of one year
 - 1. Collect and organize material

E. G. KENNEDY

Principal of Smith-Cotton Junior-Senior High School, Sedalia, Missouri

- 2. Raise funds to pay for printing
 - a. Sell advertising
- 3. Secure bids on printing—through principal's office

- II. Continue Campus Beautification Project
 - A. Check with floral company for replacement of dead shrubs, etc., according to contract
 - B. Check with local authority on advisability of removing dead limbs from large trees on campus
 - C. Contact local authority for additional advice on landscaping of campus
 - 1. Consider the plot of ground south of walk leading to west main entrance
 - 2. Consider need for replacing trees at northwest corner of campus
 - 3. Consider need of covering for wall north of football field

III. Promote Sale of Activity Tickets

- A. Get acquainted with our internal accounting system—know how our activities are financed—know how much money each activity earned last year—know how that money was spent
- B. Help acquaint the student body with our activity needs—show them why it is necessary to sell a large number of tickets
- C. Show our students, parents, and townspeople why it is more economical to buy an activity ticket than to attend single activities
 - 1. Use placards in home rooms, store windows, etc.
 - 2. Place paid advertisements in newspapers, etc.
- D. Promote interest in every possible way
 - 1. Send speakers (well informed) to home rooms.
 - 2. Send speakers to civic clubs, etc.
 - 3. Organize telephone drive on parents and townspeople
 - 4. Arrange for announcements on screen at local theater
 - 5. Show activity sponsors and students interested in particular activities how life of activity depends upon ticket sales
 - 6. Organize parent committee to help with drive, if necessary

IV. Promote Sale of School Newspaper Subscriptions

- A. Work through faculty newspaper committee
- B. Know cost of publishing newspaper (with senior magazine included).
- C. Know cost of publishing newspaper (without senior magazine).
- D. Know how many fifty-cent subscriptions will be necessary to finance school paper with senior magazine included
- E. Know how many fifty-cent subscriptions will be necessary to finance school paper without senior magazine included
- F. Make reasonable allowance for advertising
 - 1. Check with teacher sponsor on amount of last year's advertising
- G. Send well informed speakers to home rooms
- H. Work through student clubs and club sponsors
 - 1. Ask to send speakers to meetings
- I. Organize telephone drive on parents
 - 1. See that members of telephoning committee have selling points organized and on paper

V. Promote Intramural Play Contests

- A. Check on advisability of two presentations of program

VI. Promote P.T.A. Attendance

- A. Organize drive for P.T.A. memberships
 - 1. Work through president of P.T.A.
- B. Organize for drive on attendance at each meeting

VII. Promote Interscholastic Fellowship

- A. Arrange for committee from council to visit student councils in neighboring schools
 - 1. Appoint committee—three to five students and one faculty member
 - 2. Arrange for transportation
- B. Arrange for committee from councils in neighboring schools to visit our council in action
 - 1. Arrange for visiting council members to stay one night in homes of various members of our council

VIII. Promote Reasonable Number of Dances Sponsored by Parent-Teacher Association

- A. Follow suggestions of former council officers on organization and administration of dances
 - 1. Consider committee suggestions on file
- B. Work directly through president of P.T.A.
 - 1. Make necessary arrangements for dances
 - a. Take tickets
 - b. Help arrange for parent sponsors

- (1) Plan and organize schedule of dances

C. Promote all-student interest

- 1. Alternate with party for non-dancing students

D. Promote parent interest

- 1. Co-operate to preserve parent interest
- 2. Request services of different parents as sponsors for each dance
 - a. Do not over-work willing parents and P.T.A. officers
- 3. Select and send committee from council to visit parents in homes to sell project

IX. Promote Student Interest in Care of Building

A. Know cost of painting building and repairing study hall seats last year

- 1. Contact superintendent of schools

B. Know cost of painting lower part of walls in building this year

- 1. Contact superintendent of schools

C. Study conditions that cause deterioration of building

- 1. Observe where, when, and how building is damaged

D. Make plans to create all-student interest in beauty of school

- 1. Sell yourselves
 - a. Learn how easily building is marred
 - b. Learn how much it costs to recondition building
- 2. Send well informed and interested members to speak in home rooms
- 3. Ask for place on assembly program for student speaker

X. Promote Student Interest in Obedience to New Traffic Light at Intersection in Front of School Building

A. Advocate measures of safety

- 1. Emphasize need

B. Stress student responsibility

- 1. Emphasize interest of parents and townspeople in securing traffic light for student protection

C. Plan possible attack upon problem

- 1. Contact home rooms and assembly
- 2. Contact Parent-Teacher Association Council
- 3. Contact parents directly

XI. Promote Parent Interest in Classroom Visitation

- A. Ask your parents to visit classes
- B. Ask parents of friends to visit classes
- C. Ask P.T.A. Council to help you create parent interest in visiting classes
- D. Sponsor parent visiting week
- E. Contact parents through newspaper
- F. Make all parents who come to Smith-Cotton feel welcome

1. Have welcoming committee that functions
- G. Don't be satisfied until parents of every student have visited classes at least once

XII. Promote School Activities

- A. Study present activity program
 1. Work through faculty chairman of activity program committee
 2. Help sponsor new activities when needed
- B. Promote interest in intramural activities
 1. Work through faculty sponsor of intramural athletics
 - a. Encourage various intramural contests
- C. Act as advertising agency for all activities
 1. Have placards in home rooms and in store fronts down town announcing football and basketball games, plays, and musical entertainments
 - a. Offer prizes
 - b. Make parents feel welcome by giving them best seats, etc.
 2. Contact parents by telephone
 - a. Consider giving prizes for largest number of parents contacted
 3. Study advantages and costs of paid advertising
 - a. Check newspaper
 - b. Check radio

XIII. Promote School Assembly Programs

- A. Encourage student participation
 1. Provide opportunity for contact with student body in promoting council projects
 - a. Provide opportunity for student leadership
 - b. Provide opportunity for student initiative
- B. Encourage broader selections of programs
 1. Develop student interest in better programs
 2. Work closer with assembly committees
 3. Contact student councils and assembly committees in high schools over the entire nation
 - a. Get copy of assembly programs
 - b. Learn how programs are financed
 - c. Learn who takes part in programs, etc.
- C. Encourage use of assembly programs by student council to develop school spirit and promote council projects
 1. Explain internal organization of council—introduce members and committee chairmen
 2. Hold regular meeting during an assembly period

The president and vice-president, under the guidance of the sponsor, had familiarized themselves with both the suggested projects

and the incoming council members prior to the first meeting. Consequently, committee appointments were made and the year's work was under way by the close of the meeting.

The suggested projects were in reality a cumulative list made from a survey of council activities of previous years. They were not listed with any idea of logical or psychological order. A few suggested methods of attack were listed under most of the projects. These were not given for the purpose of definitely directing the work of the council, but to help guide the president in the selection of initial committees, with the hope that it would lead to further analysis. One copy was given to each member of the student council, one to each home room teacher, and one to each member of the Parent-Teacher Council. This was done to help interpret the work of the council to the student body through the home room teachers and to the parents through the P.T.A. Council. It also provided a means whereby the home room teachers and students could check upon their various representatives with reference to the progress of council activities.

Although the plan did not bring about entirely the desired effect, its success was sufficient to warrant its use in the coming school year of 1940-41. Probably the chief merits of such a plan are:

(1) It allows for a prompt and businesslike opening of council activities.

(2) It places before the council at the beginning of the year school problems upon which to work, that have had the sanction of preceding councils.

(3) It provides new members with something concrete upon which to work and yet allows for the development of an unlimited amount of student initiative.

(4) By helping adolescent boys and girls to see the relationship between the purposes which made them desire council membership and an analytical attack upon specific school problems as a means toward the achievement of these objectives, it provides an aid to the integrated development of student participants in line with the accepted conditions of learning.

"It isn't the individual
Nor the army as a whole,
But the everlastin' team-work
Of every bloomin' soul."—Kipling.

"There's plenty of time for all one has to do in a life-time. So much of what we do is useless anyhow; no use doing it at all; so the secret resolves itself into doing those things worth doing and letting go the utterly useless things. Then the necessary time finds itself, especially the time for relaxation, meditation, thought."—Jenkins.

Student Savings Bank

Activities in Commercial Education

IN ACCORDANCE with the philosophy and objectives of our school, we believe that every pupil should have an opportunity to practice self-management in both his formal and informal activities, so as to equip him to meet adequately inevitable changes in society. We infer from the term "self-management" that the student is to have an opportunity not only to learn about desirable habits, character traits, attitudes, and ideals, but at the same time be put in a position to respond on a level approved by the group. Along with this idea is the objective that the student shall learn to direct his activities from *within* rather than from *without*. This calls for a high level of performance. While this level is not always attained, we strive for it. Certainly the exacting work in the high school bank gives a rich opportunity to the student for learning and doing on this high level of performance.

In our suburban high school all pupil finances, as well as other finances of the school, such as clubs, departmental expense funds, school cafeteria funds and payroll, and custodian payroll, are handled through the student-operated bank under the supervision of the school treasurer, the teacher in charge of the school bank.

PERSONNEL. The personnel consists of the head cashier, assistant head cashier, head auditor, and the bank tellers and clerks. This group is made up of the twelfth year book-keeping majors. The head cashier is selected within the first four weeks of the school year by the school treasurer and remains in this key position for the year. Obviously, character traits, scholarship, and past performances must be weighed in selecting the head of the bank. The recommendations and suggestions of his other class teachers are carefully considered in making the selection. The head cashier must be able to adjust himself to work in all of the various routines and divisions of the bank. Since the bank's yearly business runs around the \$15,000 mark, he, as well as the other members of the bank, must practice financial probity to the nth degree. All those habits, character traits, and qualities that contribute to successful adjustment are called into action and are developed from day to day. It is the responsibility of the head cashier to see that all proofs are made, all balances run off, and that all work is kept up-to-date. The assistant head cashier assists the head cashier in all his duties and sees that his division of work is proved,

HAZEL E. COLLINS

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checked, and balanced daily. The work assignment sheet gives the division of the supervision for these two head positions.

The other bank workers operate in the various departments on a rotation basis for a period of from six to eight weeks. Thus each student has an opportunity to serve at least one time in each of the various departments of the bank and become thoroughly acquainted with the routines, business procedures, and forms used.

DIVISION OF ROUTINES ON WORK ASSIGNMENT SHEET

1. Cashiering on windows. Periods: —A.M., —P.M.
2. Recording. (Prove and rule daily cash sheet) Period: —.
3. Posting. Period: —.
4. Daily trial balance of general ledger. Regular bank period.
5. Daily audit. (Account totals, pencil footings, etc.) Period: —.
6. Cashiering. (Daily cash account, deposit to main bank) Period: —.
7. Statements. Regular bank period.
8. Check register. Periods: —, —, —.
9. Secretarial and filing routine.
10. Savings ledger. (Subsidiary—and daily adding machine tape) Period: —.
11. Cafeteria. Period: —.
12. Athletics.
13. Newspaper.
14. Yearbook.

On the work assignment sheet the students' names are posted, opposite the routine on which they serve, with the time assigned in weeks. Some will serve in the regular banking period, while others will exchange with the other senior commercial class periods, so that the bank work and service is kept open for definite periods throughout the day.

BANK ROUTINES AND INSTRUCTION SHEETS. The routines are so divided and organized that each bank member is responsible for keeping his particular assignment up-to-date. Each business form used and each entry in the books must be initialed by the student as he handles the assignment or transaction. The work in each routine is carefully explained by the school treasurer and each

student receives a mimeographed instruction sheet, which carefully outlines the procedures to be followed. The numbers on the work assignment sheet correspond with the numbers on the instruction guides, as: (1) Cashiering, (2) Recording, etc.

ORGANIZATION AND MANAGEMENT. The accounting set-up consists of the books of original entry, the daily journals for general entries, check entries, and cash, with the general ledger and two subsidiary ledgers controlled by control accounts in the general ledger.

A TWO-FOLD SERVICE. The bank affords a two-fold service to our school plant and to a few related school civic groups, as follows:

Savings Department. A savings service is maintained for the school body and faculty for their own personal savings accounts. The purpose of the savings service is to promote a general consciousness within our student body for the need for planned spending, and to afford an opportunity for the students to direct their savings activities so that they may meet the expenses of their school life promptly and carry over into later life this thrifty planning. Regularity in making savings deposits is emphasized rather than the amounts, so that the under-privileged ones enjoy satisfaction in their savings, too. Interest is paid two times during the year on accounts complying with the rules and regulations in the front of the passbook.

Checking Department. Each student activity and school organization fund is treated as a separate and distinct depositor account by the school bank. The faculty advisers for each fund usually appoint a student from within the activity to act as a business manager and to complete all financial transactions for the activity with the school bank. A passbook and package of order-to-pay forms are issued to the faculty adviser for each student activity or school fund account when the account is opened with the school bank. The order-to-pay form is used by the

faculty advisers when they wish to pay bills by check or if they wish to make a cash withdrawal from the school bank. A written record of deposits and payments is issued in the form of a bank statement to the faculty adviser of each fund on the first day of each month. The passbook is audited with the statement, if desired. The statements are typed in triplicate. The original goes to the faculty adviser of the fund, one carbon is retained in the bank files, and one carbon goes to the school treasurer for inspection and later for credit in the student's typing budget. No copy leaves the bank until it has been carefully audited with the ledger sheet by the head auditor and head cashier or assistant head cashier. Then it is initialed properly for this audit and sent to the activity adviser.

BUSINESS FORMS AND TRANSACTIONS. All business forms used in the bank are made from stencils originally composed, run, and cut by the secretarial department of the bank. **Deposits:** Deposits to checking accounts are made on white tickets, and orange tickets are used for deposits to savings accounts. **Payments by check:** When a bill is to be paid out of the account of an activity fund, the faculty adviser in charge of the fund or his student manager prepares an order-to-pay form. This form shows the payee, the amount of the check, and the purpose of the payment. The bill for which the check is to be written is clipped to the order-to-pay form and submitted with it to the school treasurer. After approval and signature of this form by the school treasurer is secured, a check is drawn up by the bank clerk in charge of the check register. When the check is written up, it also is handed to the school treasurer for signature. Each check must show, in the space provided for this information, the name of the activity account out of which the money is drawn. All payments by check are made this way.

This procedure centralizes with one person, the school treasurer, the responsibility and authority for signing checks. This has many desirable features from the administrative standpoint. For example, there is a constant check on incoming and outgoing moneys, which is not possible when the exchange method of issuing and re-



The Student Bank at Montgomery Blair High School

cording payments is used. At the same time it affords unlimited opportunities for participation in the handling of funds not only by members of the school bank, but also by students throughout the whole school.

Cash Orders-to-Pay: The order-to-pay form is used for cash payments as well as for payments by check. The faculty adviser or the student manager of the activity indicates in the space provided on the form that the payment shall be in cash. The person receiving the cash at the bank window signs the order-to-pay as he receives the cash.

Withdrawals from Savings: The withdrawal-from-savings form (orange) is filled in and honored after the signature and approval of the school treasurer is secured. The seniors may, in emergency cases, get a request signed immediately. Ordinarily, the under-classmen hand in their requests thirty days in advance. However, should the student actually need the money, a note from home with the student's request is sufficient to secure the needed funds. Usually the under-classmen will set a date when they feel it will be possible to make up the withdrawal. This

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A Dime a Week Did It

CARL HARMMEYER

Head of Social Studies Department and
Director of Activities Fee Plan, Central
High School, Evansville, Indiana

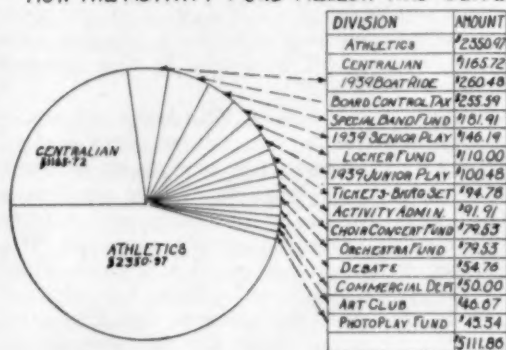
OUR Activities Fee Plan was introduced two years ago in the hope of encouraging student participation and attendance in extra-curricular activities, also to build a firmer financial structure behind our activity program. The project has been so successful for two years that indications are that it will be permanent.

Mechanics of the Plan. With an initial payment of twenty-five cents, and ten cents each week for thirty consecutive weeks, the student is entitled to receive the school paper each week, locker privileges, senior edition of the *Centralian*, and admission to all football, basketball, and baseball games, to all plays, musicals, and to the annual boat ride. The total amount of admissions, if the student paid for all these activities singly, would be \$7.65. The total price of the activity ticket is \$3.25, representing a saving of \$4.40 to the student. The student may pay the entire amount at one time, and receive his book of tickets. However, by paying ten cents each week to the home room teacher, he will receive tickets for the activities for that particular week.

After the money is collected in the home room, it is brought to the activities office,

where a deposit slip is made out, and proper entry of deposit made in the home room pass book. Master records are kept in the activities office, where weekly payments are recorded. Individual tickets are numbered consecutively from 1 to 32. Tickets for admission are designated by the number plainly

HOW THE ACTIVITY FUND MELLON WAS SLICED



written on the ticket. Each book, as well as each ticket, has a serial number, and bears the name of the owner. There is very little abuse or transfer of tickets.

Students Participating in the Plan. In the school year of 1938-1939, there were 1,681 students who participated in our Activity Fee Plan. Our enrollment at that time was 1,901. Of the total number that began with our plan, 1,462 completed their payments, whereas 219 did not, due to withdrawal from school or to financial reasons. The 220 students who did not participate belonged to organizations such as band, orchestra, and *Centralian* staff, which admitted them free. Our last year's enrollment was 1,968. Of this number, 1,735 students participated in our plan. However, 108 withdrew from school, or for various reasons failed to complete their contracts. This then left 1,627 students in active participation and paying their ten cents each week.

Distribution of Money. Heretofore, the school itself has not operated on a budget plan, whereas now each activity is on a budget, the only business way to operate a school.

Last year \$5,111.86 was collected and divided among 16 organizations. The financial allotment of funds was first based on anticipated sale of tickets. A study was made of attendance at various school affairs over a period of several years. Using all information available, a percentage division is decided upon each year. All tickets are counted as they are received at the door, and division of funds among organizations is revised on this basis. Thus equitable division is made according to the drawing power of the various activities.

Public Discussion Contests

GOT your oral report for today?"

"Oh-h-h, I forgot all about it. Say, I've ten minutes before the bell rings. I'll find something in the encyclopedia. Don't see what good a talk is—nobody listens anyway."

The above conversation, or one expressing a similar attitude, may be heard any time an oral report is assigned in a junior high school. Very little preparation of content and practically no thought of presentation are devoted to it by the average thirteen-year-old. He learns and can recite glibly the elementary rules of public speaking when reminded of them, but the application of such rules he considers utterly beside the point.

To meet this situation, a Public Discussion Contest was started in the junior high school at Geneva, Illinois. Its purpose was twofold: (1) to promote participation in speech work by a larger number of students; (2) to establish a higher standard of public speaking. The project was organized entirely through the English classes. A committee of students selected by the teachers met to have the plan of the contest explained to them and to express their opinions regarding its probable outcome. Attracted by the idea of a contest, they enthusiastically supported the idea. They selected as their question for discussion, "Who is the typical junior high school student?" This question readily lends itself to keen observation and some research.

As a result of the announcement of the first Public Discussion Contest in the English classes, twenty-three teams of two each registered. The contestants, totaling forty-six, approximated one-half of the junior high enrollment. Obviously, one person could not coach all of these students. Consequently aid was solicited from high school speech students and anyone outside of school whom the children could get to help them. Entire class periods were devoted to finding material, taking notes, planning, and organizing the talks. Those who were not in the contest constituted the "scrub" teams. They prepared talks on other subjects and presented them in class a few days before the first round of contests. Through criticism of these preliminary talks, both the speaker and the contestants received some constructive suggestions. Help in polishing up their delivery was given after school or in free periods by the teacher, who made it a point to hear all contestants at least once before the opening of the clashes. The period of preparation required about three weeks.

At this stage the contest was divided into

DOROTHY YOUNGBLOOD

East High School, Aurora, Illinois

two tournaments, one for the boys and one for the girls. The preliminary rounds were held in class and were judged by people from outside the school. In the task of securing judges, it was found that people are usually very willing to assist in matters of this kind. One person could judge as many as eight contests in a morning. The basis for judging, which had been discussed with the students during the preparatory period, remained fixed and comparatively simple. Three points, with ten as a perfect score for each one, were used: (1) delivery (voice, posture, and audience contact); (2) content (organization and evidence of research); (3) general effectiveness. As teams were eliminated, the instructor assumed more of the coaching duties with those remaining.

The final contest was between the boys and girls. It was held in the school assembly with parents and friends invited, and it proved to be of much interest to everyone. The whole school was speech-conscious and speech-minded. The four contestants had worked tirelessly and with unstinted effort to present what turned out to be a truly remarkable piece of work for children of twelve and thirteen. Whereas, in the beginning rounds they had worried about not being able to take a full five minutes, they now clamored for more time. Accordingly, each student spoke for eight minutes. The boys' team, in order to obtain reasonable proof for their statements, had issued a questionnaire which reached every student in junior high school. Compilation of the results of this questionnaire provided the bases of their talks. Three townspeople judged the contest. A major prize was awarded to the winning team and a minor prize to the losing team. Cups or medals may be used for this purpose.

The Public Discussion Contest was held a second year with increasing success. The interest of other schools was acknowledged by the fact that the winners of the second contest were invited to participate in a demonstration of original speaking at a meeting of the Illinois Association of Teachers of Speech.

The importance of this training was to be realized in the high school by a comparison of the caliber of speaking done by the incoming freshman classes to those of former years. Whereas some of the upper-classmen were

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Our Mimeographed Newspaper

OUR Poplar Bluff Junior Hi Life has been in existence one year. It is the result of many trials at newspaper work in the past at this institution. Many of these attempts resulted in failures, and copies of these old papers remain yet in the filing shelves as monuments to past experiences. Yet these efforts were not wholly in vain. Some very valuable lessons were learned.

The *Junior Hi Life* is a mimeographed newspaper published every two weeks. There are three sheets, facilitating the offering of six pages of printed material each issue. It has progressed from a four-page to a six-page paper. This has been brought about by the increased demand and increased volume of available news—all due to increased interest on the part of the student body. More members have come into the Newspaper Club—more than it can do justice to.

Because of financial and other limitations the mimeographed paper proves to be best for this school. Machinery and other equipment are already owned by the school. This apparatus can be easily and effectively used by the club members. We have found that a great deal of difficulty arises in cutting stencils, especially by inexperienced junior high school pupils. For this reason, a few times the services of the school's stenographer had to be solicited last year. It is remarkable, however, how well some students can learn to cut simple stencils.

The mimeographed system sometimes allows opportunity for but comparatively few participants in the club work. Various sorts of jobs such as counting, arranging, sorting, stapling, and distributing furnish a great deal of activity for the various members after the paper "goes to press," but before it goes to press there is another aggregation of jobs in collecting the material for printing. This affords another group of possibilities and responsibilities for other club members who desire principally this sort of activity. We find these activities create initiative, a sense of responsibility, co-operation, sociability, and other good qualities.

FINANCING THE SCHOOL NEWSPAPER

As sponsor of the *Junior Hi Life* I have found that one of the chief causes for failure of school newspapers, particularly in the junior high school, is the financial question. In the past, failures of newspapers in this institution have been attributed almost wholly to lack of finance. Money was always solicited from business houses and casual passers-by, with a promise of a bit of advertising in return—which, of course, was often untidy

BUEL T. JOHNSON

*Poplar Bluff Junior High School,
Poplar Bluff, Missouri*

and a technical "sore eye" because of weak attempts of inexperienced students to set up the advertisements. This left a bad taste in the mouths of business men and caused them to avoid student advertising solicitors. There is convincing argument for merely asking these men for "donations" with acknowledged compliments in the paper, but hardly for promising them advertising which truly does not have good effect.

A new plan, which this paper used last year, seems to eliminate a great deal of trouble of financing and does promise continuation of the paper. *Junior Hi Life* is financed on a co-operative basis. At the beginning of the year the staff determines, by careful analysis and calculation, just how much money will be required to run the paper for the term. Calculation is based on supplying every pupil with a copy of every issue during the term, with a reasonable surplus for exchanging with other schools and for filing purposes.

When the total amount of expenses has been determined, it is divided by the number of students enrolled. This determines the amount, which is only a few cents (probably less than ten), each student is to pay for his year's subscription. Each home room's proportional part of this sum is determined by the number of its members. Each home room then pays its share. This is done sometimes by each member's bringing his fee to the home room treasurer or by taking it all out of the home room treasury. It is always paid in a lump sum for the home room to the treasurer of the Newspaper Club. Materials are then bought, and the first newspaper is soon under way.

The above plan insures every pupil in the school a copy of every issue of the paper during the year. It eliminates soliciting funds from, or selling advertising to, already oversolicited business men of the city. Necessary funds for the operation of the newspaper for the entire year are already in hand even before the first issue comes out. Financial worries are then over. The feeling of security to the club is engendered through this medium. This gives good experience in budgeting and planning to the club members.

There is at least one bad feature about the above plan. It does not allow for experience of meeting or contacting people to sell a com-

modity. This may or may not be a bad point. After all, junior high school students have a great deal of time to learn salesmanship, and probably in a much better way through other channels. Anyhow much confusion and disappointment necessitated by absence of sufficient funds, are eliminated by the above-described plan.

FUNCTIONS OF THE NEWSPAPER

Our school newspaper serves several purposes. It seems to unify the school and foster school spirit. Pupils are glad when each issue appears and seem to show many signs of spirit through discussions of its content. By means of boosting articles and certain comment, a great deal of encouragement is given to desirable school enterprises and activities. A great deal of public opinion is molded and influenced by this publication. Casual discussions heard away from the school building in certain social groups is proof of this fact.

First rate facts and authentic news of the school are given to the students, parents, patrons, and other schools. Although our paper is rather small, there is a marked amount of this service in it. Another value in it is the opportunity it gives students to express their opinions. A special column, sometimes more, is set aside for this purpose in each issue.

Naturally, the history of the school is recorded through this medium. Every issue is put on file. By sending it away to other schools and to patrons, there is a great deal of publicity given the school it represents.

Much practical good is obtained by pupils on the staff. They are sometimes assigned regular news beats and are sometimes given special assignments. This means for them valuable contacts as well as opportunities for self-expression and composition. Our news gatherers have developed tact, courtesy, accuracy, "noses" for news, perseverance, and resourcefulness. Perhaps a few have been guilty of being a bit too personal, "nosey," or persistent.

MATERIALS FOR PUBLICATION

Contents of our publication are determined to a great extent by the desires of the student body. They are usually voiced or obtained through questionnaires. We find that some articles or columns will be popular for a while but soon become tiresome and obsolete. News stories, editorials, feature stories, cartoons, humor, and miscellaneous columns are staple contents of this paper. We have tried tracing photographs of students and faculty members on stencils with striking success and interest. The main trouble encountered here was the drawing of funny pictures of persons honored, by merely adding such extras as mustaches and peculiar spots or blemishes to the picture just for the fun.

Students and staff members got much entertainment out of cartoons, athletic event

write-ups, and joke columns. Care had to be taken that personal prejudice did not enter in. Many students were reached through editorials. We tried to keep these editorials "alive." This gave good practice in composition to various students not even on the staff.

Poetry and feature compositions were always enjoyed. Originality was usually stimulated through this medium. Useful and interesting information was held as prize material.

THE NAME DERIVATION

The Junior Hi Life is the result of much deliberation on the part of the staff members. It was not decided upon until many names had been submitted and considered. Finally, a few fundamental facts were decided upon by which to measure a newspaper's name. One was that the name or identity of the school should be suggested in the name of the paper. Another was that the name should not be too "loud" but appropriately attractive. Many voices of opinion from the student body were considered. Finally the name, *The Junior Hi Life*, was chosen. In that there is a dome on our building, a good drawing of it is included in the background of the heading on the front page with the name of the paper forming the major foreground. A mere glance gives instantly the identity of this paper. The students like it and often point to it with pride when handing a copy to a stranger.

In order to make *The Junior Hi Life* more like a real newspaper a decision was made soon after the first issue to change to narrow columns with a tiny line of division for each. This proved successful and has been in use ever since. The idea was partly substantiated by inquiries from the student body in the form of ballots. There are now three columns per 8½x11 inch page.

HEADLINES

Headlines are important items in our newspaper. Pointers were given students on writing them by the sponsor. Now they write practically all of the headlines themselves. Good headlines add to the effectiveness of the periodical; they dress it up a bit. I had to watch headlines very much, however, to see that they were not misleading. Some of these headlines were of large print and some were of small print. Some were fancy; others were plain. Care was always taken to see that they were symmetrical, that they made complete statements, contained good words, and were accurate and complete in content.

THE PERSONNEL

The staff is chosen after the Newspaper Club has been organized. No staff member is chosen by vote of the student body at large. The latter method is sometimes bad, because popular vote does not always determine the best staff members. Discussions

are held in which the necessary good qualities of each staff member are explained and considered. The club members choose these staff members at the next meeting, which is usually soon after the discussion. This does not always insure the best staff members, but it can be reasonably said that they will be the best members the club can produce, which, after all, is a fairly reliable means of selection. By such a method the choice is made by those who are most interested in the matter, who like the work, and who are most capable for such a task. True enough, some members of our staff have not proved satisfactory. To avoid permanency of this error, a change is usually made in the entire staff once or twice a year. Each member, then, gets new experience in other phases of the work.

The sponsor is usually appointed by the principal who is usually reasonably assured of the ability, experience, and training of that person before the selection is made. As sponsor of the Newspaper Club in junior high school, I try to avoid writing or rewriting copy or reading much proof. Although it falls my lot, because of necessity sometimes, to do these tasks, I do not let it become a habit. I do try to advise the editor-in-chief, give suggestions to any staff member in need, and encourage self-help in the production of the paper. It must be borne in mind that junior high school pupils are rather amateurish and make mistakes easily. Care must be taken to guide them right and one must go a bit further in some cases than sponsors of senior high school publications to make good issues of the paper.

Our paper is circulated by members of the club during the home room period. The reading of the paper is often used as a home room activity for that day. There is a carrier for each home room, and distribution is done within less than five minutes for each issue. A member of the staff mails papers to other schools.

Last year, because of a change to a heavier grade of paper after estimated necessary funds were obtained from the home rooms, the club saw that it was going to run low on funds before the year was out. To meet this deficit a special edition was put out on April Fool's Day. An ice cream sale was sponsored by the club to help further.

Our publication started small with two sheets or four surfaces and will be larger next year. Mistakes have been made, but for the most part they have been capitalized upon and have not proved fatal. The students are apparently getting something out of it. Our goal is a more serviceable publication to the staff members, student body, and other readers.

Selecting a Team Name

CLAUDE C. LAMMERS

High School Principal,
Waterville, Minnesota

JUST as our flag and patriotic anthems help to inspire greater devotion to our country, so do school colors, school songs—and team names—play their part in fostering a school spirit.

Names for athletic teams may originate as the result of chance. A sports writer, for example, may dub a team with a certain title which catches popular fancy. Or the choice may be made by a committee which performs its task without a clearly defined idea of the characteristics of an appropriate name. In view of the lasting importance that a team name may have, a more systematic procedure would be desirable.

Before our selection of a name for the athletic teams at Waterville (Minnesota), six specific questions were proposed by which the suitability of a team name might be tested. Other schools may find these suggestions helpful.

CHECK LIST FOR SELECTION OF TEAM NAME

1. Does the name have geographical significance? (e.g., Washington Senators; Minneapolis Millers, etc.)
2. Is the name consistent with school colors, or is the name at least not inconsistent? (e.g., "Tigers" not suitable name for Green and White)
3. Does the name suggest suitable school songs?
4. Does the name suggest emblems and themes suitable for homecoming celebrations, etc.?
5. Does the name lend itself to the writing of colorful sports stories? (e.g., "The Green Wave rolled . . ."; "The Redbirds are flying high . . ."; "The Lions roared back . . .")
6. Is the name original to the extent that it is not used by the teams which are normally the school's opponents?

"Make yourselves nests of pleasant thoughts, bright fancies, satisfied memories, noble histories, faithful sayings, treasure houses of precious and restful thoughts which care cannot disturb, nor pain make gloomy, nor poverty take away from us—houses built without hands, for our souls to live in."—John Ruskin.

"When a man's knowledge is not in order, the more of it he has, the greater will be his confusion."—Herbert Spencer.

Student Council Reorganization

OUR student council is teacher controlled." "We know nothing of what goes on in our council meetings." "Representation in our council is unfair." Such remarks could be heard repeatedly among the pupils of Hannibal High School during the fall months of 1939. The student council, being a democratic organization and ready to submit to the will of the majority, set in motion the necessary machinery for the revision of the constitution.

As soon as proper arrangements could be made, the student council submitted the question of revision to the student body in the form of a debate, after which the pupils voted by a two-thirds majority to revise the constitution. Since the old constitution did not provide for plans for revision, a mass meeting of all pupils was called in the school auditorium to consider proposals of those pupils who wished to make such plans. The three best were selected from those made in the mass meeting, and were submitted to the home rooms to be voted upon by the student body. The plan which received the majority vote provided that the revision committee should consist of the entire personnel of the existing student council and a member from each home room.

During the next week, each home room elected one member to serve on the revision committee. The following week the committee met in the club room, elected its officers, and agreed upon the time and place to hold its meetings to carry out the revision work. To avoid conflicts with other activities, the revision committee voted to hold a meeting each week on Thursday morning from 7:30 to 8:30. This schedule was followed for the next fifteen weeks to complete the work.

The revision committee provided further that the home room representatives should discuss proposed changes and call for suggestions on the revision work from their respective home rooms. These proposals and suggestions were to be carried back to the general committee each week. The Tuesday morning home room period was set aside to provide for this discussion in the home rooms.

The committee often found itself encountering unexpected difficulties. Sometimes motions were carried, only to be rescinded when the committee realized that the deliberation had been inadequate and the new proposal was contrary to the desired end. At times the procedure was questioned by some member, and time was taken to determine whether or not the action had been in keeping with parliamentary procedure. Quite often the chair-

CORA CRAWFORD

Sponsor, Student Council, Hannibal Senior High School, Hannibal, Missouri

man and the secretary of the revision committee had to refer to minutes of preceding meetings to clear up points concerning decisions made weeks before.

After three months of discussion and careful deliberation, the revision committee was ready to submit the revised constitution to the student body for its approval or rejection. The new constitution was submitted to the student body in a special assembly in the form of a panel discussion emphasizing the special points which had been changed by the revision committee. Following the panel discussion, the pupils reported to their home rooms where they voted by ballot on these two questions: (1) Do you favor the adoption of the new constitution as proposed by the revision committee? (2) If adopted, should the new constitution go into effect immediately?

As both of these proposals carried by a two-thirds vote, arrangements were made for the transfer from the old to the new constitution. The major change in the constitution was in regard to membership. In the old one it had called for one boy and one girl from the sophomore class; two boys and two girls from the junior class; three boys and three girls from the senior class; and one representative each from the journalism class and the athletic teams. The revised form retained the class ratio; eliminated the representatives from the clubs; and provided for one delegate from each home room, whether or not the room already had one as class representative. Elections were promptly held according to the new laws and the transfer was made.

It was decided to hold a public installation of the new members, so on Monday morning at the regular meeting of the student council the student body assembled in the auditorium and viewed the installation of the new members. This showed the student body that the work it had delegated to its representatives was completed.

Throughout the three and one-half months of deliberation and discussion, the students were living the American way. They were learning to change the form of pupil participation by pupil participation. At all times they showed proper respect for constituted authority, but, nevertheless, they expressed their opinions freely, regardless of whom it might affect; and when the majority voted

to adopt the constitution, the minority quietly acquiesced.

Judging from the pupils' actions and reactions, it seemed evident that democracy among junior citizens is not much different from that among adults. Many of the pupils who demanded democratic privileges had very little understanding of the real problem involved, and showed very little willingness to assume the responsibilities necessary to insure the success of a live student council. The pupils who were most insistent in their objections to the old constitution sometimes failed to give any constructive suggestions in adopting the new constitution when they were given an opportunity. These same pupils were irked at the necessary slowness in arriving at decisions.

However, in spite of the acknowledged weaknesses of such a democratic procedure, the pupils received important training in the project, originated and executed by student citizens. Some of the most important results of the entire work of the revision might be listed as follows: (1) Unexpected leadership was developed. (2) A fair proportion of the pupils of the school proved themselves capable of assuming responsibility. (3) The pupils expressed themselves through their own representatives. (4) They initiated and carried to successful conclusion a project for which there existed a felt need. (5) The demand for greater student participation was answered by student participation.

For Better Bands

IRVING S. JACKSON

*Director of Instrumental Music,
Hazard City Schools, Hazard, Kentucky*

IN MANY places, a school which does not have a band is looked down upon by its more fortunate brothers. Yet many schools which have the necessary foundations for a band are faced with the problem of making their band more than just another activity. Especially is this so in the smaller school, where a limited student body finds one student participating in many activities.

For a better band, it is necessary not only to have student interest, but also student loyalty. For that band member who comes to band once a week is certainly not making a better band. Practice on the field makes a football team; practice in the band room makes a band.

What does your band do? Band activity is essential to band loyalty and growth. From the beginning of the school year to its close, there are functions in which the band can take part. With the present trend of weekly summer concerts by the school band, band

activities may be based upon a twelve month year and not the nine month school year. Football games, basketball games, assembly programs, and concerts provide outlets for band talent. Far more important, in educational as well as in band advantages, are trips. Taking the band to football games played away from home, to band festivals, and to other out-of-town functions will provide a nucleus for greater student interest in the band, and thus for better bands. And don't forget parades! Bands make parades—and parades make bands! Aided by the use of graded music, no band can afford to be idle.

For a better band, get community interest. If it is true that a football team is only as good as its following, the same most certainly applies to bands. Working up community interest, however, is not to be achieved over night. Keeping it becomes still another problem. To get community interest, a band must not only be willing but ready to take part in local events—the Legion parade, the Chamber of Commerce drive, and other such affairs. The newspaper is a good medium for acquiring community interest. When the band takes part in an event, or gives a concert, let the people read about it. Moreover, the band members will be more than pleased to see their own names, or even a write-up of their band, in print. Low priced or free concerts also increase community interest, providing Mozart isn't given when the people want Strauss. The football season provides the chance to put on snappy formations and novelties. Community interest is not only, as in many cases, a financial necessity to a band, but is also a motivating power to student interest and to a better band.

Awards, such as the school letter, provide a definite tangible goal, and a goal to which all students aspire. For the best success in making the band an activity of note, an award system is often effective. Do all else the director may, the student's attitude, attendance, and citizenship go a long way in making a better band. These things, along with other qualifications desired by the local school, incorporated into a merit system will make the merit system the basis for all band awards. The proper use of awards will bring surprising, worth-while returns in the campaign for a better band.

People are honored by responsibility, and so are young band members. A band organized on a basis of democracy gives each member a feeling that he is a functional part of the band not only in a physical aspect, but also in the administration of his organization. A council composed of the heads of each band section not only adds another band honor, but also brings into existence a friendly rivalry to make each section the best in the

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A High School Social Program

FRANCIS Joseph Reitz High School, Evansville, Indiana, a school of 1350 pupils, has included a social program in its responsibilities. This program is based upon belief in the following fundamental values:

1. School social activities prepare the participants for the social affairs they will engage in as adults.
2. They develop the student socially—help him to gain poise and ease, to learn proper etiquette and common courtesies.
3. They make a contribution to the happiness of the pupils and thereby aid in motivating school life and work.
4. They raise the students' standards of amusement, afford beneficial and healthful entertainment.
5. They afford opportunity for the wholesome mingling or association of the two sexes.

The social program of Reitz is directed by the dean of girls. In her office the complete school calendar is kept, including the social calendar. There requests are made and permits granted for social functions. This clearing house prevents conflicts of time and place and is a check on the two social groups. The annual or traditional events, such as the junior-senior prom, faculty-senior reception, alumni dinner and dance, senior distinction day, scholarship banquet, etc., are assigned dates when the annual school calendar is made up. Other groups wishing parties arrange in the dean's office for the date, place and type of event. Every party is chaperoned by the sponsor or sponsors—often by other teachers and some parents. In the case of dances, parents are always included among the chaperons.

The sponsor or sponsors work directly with the group and are responsible for steering it, but the plans are made and executed by the pupils. Simple and economic planning of the social function is encouraged. A social event must finance itself but cannot be used for the purpose of making money. Decorations are carefully taken down, packed, labeled, and stored away for use again by some other group.

The social program consists of parties of various kinds, dances, teas, picnics of various types, and banquets. There are a few annual all-school or part-school events. Besides these, each club and class is permitted one social function a semester, and all-school tea or matinee dances are held from time to time after school in the afternoon, during late fall, winter, and early spring. Sometimes

VIOLA EBLEN
Dean of Girls, Francis Joseph Reitz High School, Evansville, Indiana

an orchestra is hired for the dances, sometimes the school dance band is used, and in a few instances records by means of the public address system have been satisfactorily used. Now and then when it can be arranged for the gym classes not to use the floor or when they are working on the dance unit, pupils are permitted to go into the gym and dance during the lunch periods. Noon movies are shown in the auditorium once a week.

A request for a social event is made on the following form. This serves as a check on the authenticity of the prospective plans.

SOCIAL ACTIVITY REQUEST

**Reitz High School
Evansville, Indiana**

Date..... asks
permission for a social event on the following
date
Type of event.....
To be given at.....
(Signed).....
(Club President)
(Club Sponsor)

Permission is granted on the following form. This aids in assuring the group of the date and place.

SOCIAL ACTIVITY PERMIT

**Reitz High School
Evansville, Indiana**

Date.....
Permission has been granted.....
..... for
at
on the following date.....
(Signed).....
(Dean of Girls)

In case of guests, the following card is filed in the dean's office by the host or hostess. In this manner proper check can be made on eligibility of guests, the group can know who the guests will be and for how many to plan.

GUEST CARD

**F. J. Reitz High School
Evansville, Indiana**

Date.....
I should like to have.....
from..... as my guest to the
dance to be given by..... sponsored by the
P.T.A. of F. J. Reitz High School on.....
and assume full responsibility that my guest
conform to the social regulations of F. J. Reitz
High School students.
(Signed).....

SOCIAL REGISTRATION CARD

Reitz High School
Evansville, Indiana
Date.....

Organization

Date Reserved

Type of Event.....

Place

Time: From

Purpose of Event.....

Guest

Chairman: Head Chairman.....

 Decoration

 Reception

 Refreshments

 Program

 Cleanup

 Finance

 Others

Faculty Sponsors

Invitation or Publicity Arrangements.....

Refreshment Arrangements

Transportation Arrangements

Estimated Expense

Method of Financing.....

Number Present

Final Report

Gross Proceeds..... Expenses.....

 Net Proceeds.....

Disposal of Surplus.....

Persons deserving of special mention.....

Approved

(Dean of Girls)

Below will be found a copy of the social regulations of the school.

1. Request for a social function of any type shall be made to the social director at least one week before the date on which the function is to be held.
2. All evening affairs shall be held on Friday, Saturday, or an evening preceding a holiday.
3. Afternoon parties may be held on any week day.
4. All social functions must be chaperoned by some member or members of the faculty.
5. All school dances are to be held in the building, must conform to the regulations established by the Board of Education, and must be officially sponsored by the P.T.A.
6. The P.T.A. shall provide parent chaperones and assume the responsibility of any and all school dances.
7. The social director shall inform the P.T.A. president in regard to the date on which a dance is to be held and give her any aid desired in securing chaperones.
8. The cooperation of the Student-Faculty Social Committee will be given the P.T.A. at all times.
9. The hours for afternoon functions shall be within 3:10 and 7:00 P.M.
10. The hours for evening functions shall be within 8:00 and 11:30 P.M. No one shall be admitted after 9:00 P.M.

(The above regulations have been based upon the ruling of the Board of Education and the Handbook of the Public Schools, worked out to meet the needs of Reitz by a committee made up of students, faculty, and members of Reitz P.T.A.)

SCHOOL ACTIVITIES

All-School Assemblies

PARTICIPATION in the well planned and properly directed assembly program trains pupils for social efficiency in life situations. Since this training should be among the fundamental purposes of the school, it is highly important that the assembly program integrates and correlates the numerous subjects studied in the classroom, and that all extra-curricular activities in which the pupils participate be represented.

To succeed in such a program, the general plans should be started at the opening of the fall term, and the plans in detail should be so arranged as to cover at least one semester. In this way, each group, department, or section will have a definite objective and a clear idea of its responsibility to the individual group and to the school as a whole.

Too often the load of assembly planning and direction is delegated to some individual who is capable and willing even when the required teaching is a full load. These willing individuals do their best, the efforts are praise worthy indeed, and the results in many instances are highly commendable; but the teacher is overworked, and the assembly program as a whole has not gone far to unify the school or to develop new appreciations and higher standards for every department.

Correlate the work of the assembly and the work of the classroom, and the socializing effect of the instruction is assured. Such correlation is possible only when the co-operation and effort of each faculty member is assured. The principal is the logical adviser for the various committees necessary to the success of such a program. He will find, too, that these associations provide an excellent opportunity for him to sense the social and intellectual spirit of the school.

An outline listing each of the required subjects, the electives, and the extra-curricular activities is the first step in planning. When a chairman to head one committee in each of these groups is appointed and when it has been determined which abilities are most needed in a certain group and the extent to which the assembly program can aid in developing these abilities, the general plan is off to a good start.

The seasonal outline should be kept in mind in order that special days and occasions may be observed. Classes in history and civics will find these days rich in possibilities for program materials relative to the subject matter studied or developed by these particular groups.

Departments in English and music are those most often called upon for contributions to

MARY M. BAIR

Director of School and Community Drama Service, Bureau of Information, University of Kansas, Lawrence, Kansas

assembly entertainment, but once the "whole school" assembly plan is accepted and put into practice, these departments will be responsible for a lesser number of programs, and a higher type of entertainment will result. Other departments, because of the very nature of their work, will present that which is concrete rather than abstract. Such presentations will be so refreshing, interesting, and different that the pupils in English will soon employ this method to popularize their own department, thus doing away with the tiresome and out-moded artificiality of repeated memorizations.

Though music should be a part of every program, it should be so chosen that it creates and maintains an atmosphere in keeping with the program theme. In this way it not only makes a pleasing background but it serves to enhance the project, activity, or study presented. When the music department comes to its own program date, that is quite another matter; the scope and the variety for this particular occasion is unlimited. Here the "atmosphere" is of the department's own choosing and the performers are in no way concerned with chemistry demonstrations, physical education "work outs," or the presentation of stirring scenes from history and literature.

A report on source materials available for entertainment projects in each department of the school will make a most constructive and entertaining feature. The seeking out of these source materials provides interesting and educative research for the pupil.

The *Reader's Guide*, the *United States Catalogue* and the *Vertical File Index*, found in nearly every public library, are but a small beginning, as the pupil will discover as he pursues cross references, footnotes, and bibliographies.

The English department has always been able to "put on a play" but how many students whose favorite study lies in the field of mathematics realize that numerous project plays have been published with mathematics as a theme? How many students in foreign languages are conversant with the plays, skits, and stunts relative to these languages?

For many years the domestic science department has tossed the entertainment part of the program to its sister, domestic art, and

truly believed that all entertainment ideas had been exhausted when the annual fashion show had been presented. Yet there are numerous types of entertainment dealing with foods, buying, cooking, and serving, all of which will be entertaining when sincerely presented. Nor does the "fashion show" begin to be the only amusement feature in domestic art; there are textiles, evolutions in serving, costume accessories, and numerous other interesting features. They are as yet untouched by any but those groups sufficiently interested to seek out the entertaining possibilities in that subject in which they are most interested, and then to present these findings in such a manner that other students become interested in the subjects projected.

Not only a vast number of pupils, but teachers as well, believe there can be no "platform value" in chemistry, typing, and manual or normal training. Many are apt to regard the school or local library merely as a place to obtain books which are on the "required list" and they see no possible way in which the department of journalism could be entertaining except by means of the printed page.

Yet there are "lab" demonstrations in chemistry which are truly fascinating. There are exhibits of various models of typewriters, contrasts in the office personnel and equipment of yesterday and today, which furnish an amusing and instructive program by the commercial department.

Students in manual training have provided excellent programs by showing samples of various types of wood, telling where these woods are grown, how they are procured and finished, and to what types of building and furniture they are most suited.

One class in normal training took three assembly periods to review and demonstrate the numerous themes and topics as suggested by those used through the years in observation of American Education Week.

A Library Assembly has shown by impersonation those persons whose biographies are on the shelves, or those characters who are well known favorites in fiction. It has given helpful demonstrations showing how to make use of the library, and it has shown the effects of the library upon the home and the school.

The pages and departments of a newspaper have "walked the boards" as students in journalism acted the sensational items, the features, the society column, the cartoons, and even the comics.

Where this "all school" assembly plan is in operation, no one individual is overworked. The head of each department seeks to foster and to encourage the initiative of each student; the whole department then takes pride in "selling" its subject to the school. On the

whole, there is unity and teamwork while a wholesome spirit of competition prevails throughout the year.

(Editor's Note: This is the first of a series of articles on assembly programs, this more or less introductory—the others dealing with more specific subjects.)

The Exchange Program

WILLIAM R. BOONE

*Principal, Senior High School,
Orlando, Florida*

SEVEN years ago the exchange assembly program with other high schools was introduced into the Orlando Senior High School and has been successfully carried forward since that time.

The basis of the whole idea is the psychology of the high school age. The members of one high school student body seldom realize the nature of the make-up, or the accomplishments of another school, except on the basis of competitive games. They hardly realize the many talents that are being developed in these other high schools. It has been proverbial for students of one school to be somewhat antagonistic towards others, due to the fact that their only contact is at athletic contests, where the heat of battle is often more evident than are friendly relations.

Distances have been clipped until the students of near-by high schools are as much neighbors as those attending the same school in many instances. Friendly intercourse should be stimulated among such schools.

When a group from another school appears on an assembly program, the atmosphere is usually about as near perfect as could be desired. This is due to the fact that practically all schools have an inherent desire to put on their very best front on such occasions, to show the other fellows just how appreciative of guests they are under such circumstances.

Students are always enthusiastic about going to other schools to put on a program. They are always at their very best because they well know that they are in competition under the critical eyes of the most critical of all audiences, the supercritical American high school youth.

At one time we sent our chorus, debate group and dramatic people to the Seminole High School of Sanford, Florida, to put on an extensive program to encourage such activities in that school. There were over two hundred students in the group and not a single case of misbehavior. They were received with the greatest show of appreciation. The experience was the talk of the students for the remainder of the year. I would not, however,

(Continued on page 40)

Painless Initiations

CARROL C. HALL
Springfield High School,
Springfield, Illinois

NEARLY every teacher who has the responsibility of leading a school club for boys will sooner or later be confronted with the problems arising from the initiation program. What to do and what not to do is usually the question.

If the will of the boys is dominate, there will be club initiations—and how! All sorts of schemes will be forthcoming from the club members as to the manner in which the neophytes may be properly inducted into the club membership. The job of the club adviser is to strike a happy medium in the conduct of the initiation process. This can best be done if the teacher has up his or her sleeve a few clever suggestions for initiation stunts.

The writer agrees with the club members that the initiation should have in it the element of fun. Fun, however, with reservations. Surely not a single thinking educator would condone initiation practices where the danger of physical injury is present nor where good moral tone is not preserved. If the nature of the club warrants it, a serious or formal ceremony should be a part of the program.

If left to themselves the more boisterous elements of the club membership will propose such activities as: stripping adhesive tape from the hairy portions of the anatomy, painting with Iodine, stripping the candidates down to their undergarments or less, or ducking them into a nearby stream or pond without due regard for the general climatic conditions. That sort of procedure cannot be sanctioned any more than the giving of severe electric shocks or the flagrant use of the paddle. The club adviser has a responsibility not only to the individual initiate but also to the parents and to the reputation of the school.

The initiation problem is of particular seriousness to those of us who sponsor boys' clubs. As for the girls, the writer's experience in that direction has been extremely limited. It is the purpose of the present discussion to offer some substitutes for such harebrained tactics as have been mentioned. These substitutes to provide just as much fun, yet of the most wholesome variety.

FOR YOUNGER BOYS

Upper Elementary or Junior High School

Boys of the upper grades and junior high age (first two years of high school), get a big bang out of initiation stunts that are group activities in nature. Everyone wants to be in on the fun and with plenty of noise. Here are some stunts good for this age group:

The Royal Order of Stick-Ups. The candidates are lined up before the inducting official (preferably an adult) and are charged

in a very serious manner that they are about to become members of a group in which the members always *stick-up* for each other.

The initiates are then instructed to repeat the oath of membership with the appropriate gestures which are learned by following the inducting official. In unison they repeat the following:

"I know my heart." (Hands over heart)
Repeated several times.

"I know my mind." (On one knee—hands on head) Repeated several times.

"I know that I—." (Now on both knees, bodies bent forward in supplication)

"Stick-Up—Behind." (At this instance selected members of the club labor on the candidates' posteriors with open hands, cloth or newspaper swat sticks.)

The Mystic Order of Siam. Again the candidates are lined up before an inducting officer. The initiating official builds up an atmosphere for the ceremony by telling a long tale about the Mystic Order of Siam. The gist of the tale relates that only a favored few are ever given membership into the order and that only a few of those taken in ever see the light. The candidates are further instructed to whisper in a designated individual's ear—when they see the light and what it is. This prelude to the stunt affords great dramatic possibilities. An oriental background for the story is good.

Before the final part begins the candidates are given a chance to withdraw from the initiation. If no withdrawals occur the initiation proceeds.

The candidates are instructed to repeat the following mystic words:

"Oh Wah!" (These are explained as meaning "Oh Great Spirit.")

"Ta Goo!" (Meaning "To Me.")

"Si-Am!" ("The Light.")

Appropriate arm gestures accompany, ending with arms overhead, eyes to the heavens.

The mystic words are started slowly in a chanting fashion and then speeded up until they form the phrase, "Oh, What a Goose I Am."

The light to be seen is, of course, the import of the foregoing sentence.

One by one the chagrined candidates slip to the confidant to report that they have seen the light. They must give the right answer or back they go for further illumination.

Great fun is had by the initiating group, particularly if there are one or two individuals who are slow to catch on to the hoax.

Cracker Whistling. The younger fellows en-

joy discomforting the candidates by having them whistle a popular tune while their mouths are filled with chewed-up crackers.

Nosing Out Pennies. Pie pans are filled with flour in which pennies are buried. Using their tongue and lips only the candidates are instructed to salvage the coins. (Caution: furnish towels.)

Talk Fest. Select the noisiest of the candidates and arrange them in a circle facing inward. Then instruct them to talk each other down. The same idea can be used for a *whistling* or *laugh fest*.

Blind Man Swat. Using rolled newspapers two of the neophytes lying prone on the floor attempt to exchange blows. The fun is heightened if an outsider adds a lick or so now and then.

Hide Your Head. Again use the soft swatters. The candidate, head to wall, is tapped from the rear by encircling club members. He then attempts to identify the swatter. If successful, he then can retaliate. Fun is aided by an extra, secret swat stick.

An Up-to-Date Simon Says. Remodel the old "Simon Says Thumbs Up" to "Charlie McCarthy says." This is an especially good form of initiation for a dinner meeting. There is no limit to instructions for the candidates.

Seeing Stars. Bring in the candidate. Have him look at an object in the sky. Result: a black ring around his eye. The business end of the telescope has been rubbed with lamp-black.

Miscellaneous. Experience with groups of younger boys has shown that the game-type of initiation stunt works best. Even such activities as basket-shooting, novel relay races, Indian hand or leg wrestling, physical endurance contests such as push ups, pull ups, etc., all work. The members of the younger boys' clubs have no qualms about being in the activities along with the initiates.

INITIATION STUNTS FOR OLDER HIGH SCHOOL BOYS

Walking the Plank. The candidate is blindfolded and led through a series of rooms, passageways, etc., to a place for walking the plank. Aided by the initiators, he mounts a stout plank suspended between two chairs. The plank is then lifted and the candidate moved about. (Of course, with someone near to steady him.) The plank is alternately raised and lowered until the candidate has lost all sense of direction and distance. The plank is then lowered near the floor (two or three inches high) and the candidate is instructed to jump. This produces much merriment as the blindfolded candidate usually is very hesitant before jumping and agreeably surprised after doing so.

Blindfold Parade. For a fall or spring out-of-door ceremony this is very good. Blindfolded candidates, hands on shoulders, single

file, walk in snake-dance fashion over hill and dale. It is surprising how much fun they can get out of this.

The Secret Message. As a separate part of the formal initiation the candidate can be sent for a secret message. Typed instructions, directing the initiate over country lanes and by-paths, are given. Alone the candidate starts out. If there are several, start them at different intervals over slightly different routes.

At certain points whistle signals can be ordered given or stones piled in a certain manner, etc. Above all, the candidate is cautioned to follow instructions faithfully as he is being watched throughout the trip.

When the end of the trail is reached, the message is found cached in a bottle or can. The message consists of two parts. The first is a letter of commendation or criticism as the case may be. In this letter the candidate is told of what his group likes in its members. Second, a letter is found with the instructions for the return journey.

Often it is a good plan for the paths homeward for all the candidates to merge at some central spot. Here they are met by the club members and the formal initiation held.

The writer feels that it is a good experience for the adolescent boy to take this lone, moonlight walk through the countryside. It certainly affords an excellent theme around which to build up the formal induction.

The Trial. A favorite and successful type of initiation for the older boy is the trial. The blindfolded candidate is let into a candle-lit room. Everything is apparently in order for a regular initiation ceremony.

The induction begins. A few perfunctory questions are asked. Perhaps an introduction to the club's history or symbolism. Then a question is asked, "Has anyone a reason for not initiating (name)?" Then a pre-arranged discussion begins. Various reasons for not initiating are advanced. Perhaps a motion is made not to proceed with the ceremony. This continues until the president or some other member begins to enumerate the virtues of the candidate. Finally a vote is taken. The count is made orally. By a close decision the candidate is accepted. The blindfold is removed and a circle of grinning boy faces welcome a new member.

PSYCHOLOGY OF BOYS' INITIATIONS

The younger boy is not so concerned with individual activities. He wants lots of noisy, big-gang fun.

Dress up some old games for initiating the younger boy.

Don't be too serious.

For the older boy introduce the blindfold, long waits, plenty of suspense, dramatic situations, and lonely vigils.

Get the initiating gang in the mood for clean, wholesome fun.

For the club leader—don't wait until things have gone too far.

Be prepared to offer more attractive initiation activities than the club rowdies can think of.

Find a good place for the initiation—a cave, a barn, a cellar.

Adolescents are idealistic; strike while the iron is hot.

French Club as a Laboratory

VERA L. PEACOCK

*Southern Illinois Teachers College,
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THE French Club is a laboratory, just as the Debate Club, the Agriculture group, and the basketball teams are laboratories. It is in these laboratories that true training for leadership develops and flourishes. Fortunately educators interested especially in such training have always recognized that fact and have rarely attempted to force education for leadership into conventional class forms. They have, however, either not fully realized the possibilities of some student organizations as instruments in the development of future community leaders or have not taken advantage of them to any great degree.

Nearly every community could use more people with some experience in dramatics, either as directors, actors, or technicians. Our high school dramatic clubs prepare many future leaders for community and church entertainments but they do not include all of the students who enjoy participating in plays and who could use such training later. Many French clubs present one or two plays yearly and often a number of short skits and stunts as well. Since materials for the latter are not always easy to find the students frequently write and produce the skits themselves. They do not often write the plays, of course, but play writing has been done in some high school groups and might be encouraged in many more. In any case one or more students usually assist in coaching and staging the plays. This is valuable training which can be made even more so by a teacher who keeps always in mind that he is helping to develop leadership among his students. The student who works out and stages a dramatization of his reading lesson for the French Club or who produces an appropriate program for a Mardi Gras celebration will be a more useful member of the Grange, Rotary, and Eastern Star than his less active neighbor.

Other French Club activities which develop the students' talents and abilities are puppetry, choric reading, chorus work, native dancing, and preparation of talks on inter-

esting topics. The student who makes and dresses puppets, who learns to manipulate them and to fashion a stage, and who thinks up French conversations for them, can certainly do the same thing later for an English script. The principles of choric reading are in the main the same for English as for French, and training in French dances is not lost for those who later join the increasingly popular square dance groups. Excellent practice in talking before others comes often in connection with lantern slide programs. The student who masters the materials accompanying sets of French slides or who himself prepares a running comment for them and who presents it to the club will in the future find himself in demand for similar church and club entertainments. No adult organization that we know of has too many people who can prepare a simple talk and give it in an interesting and forceful fashion. Such talks by students usually form the mainstay of French Club programs. More ambitious projects such as sponsoring foreign movies, entertaining other clubs, and managing exhibits or contests, provide also valuable experiences for the students who participate, and these should be managed by students.

In order that these activities may be something besides the incidental training for leadership which their very nature makes of them the teacher who sponsors the club must keep consciously in view this important educational aim. That means discussing with student helpers the problems of staging or of organization or of adaptation, instead of working out the solution alone and telling them how to do it. It means giving the students more responsibility and more scope for their own initiative and originality. It means allowing student committees to plan the programs and see that they are prepared. If the club is divided into interest groups headed by student leaders, those leaders should have all possible opportunity to develop their group projects as they wish and also a definite responsibility for the achievements of the group. Every puzzling detail of any project which is brought to the teacher should be discussed by him with the students concerned so that the latter will be able to handle similar situations by themselves later. Whenever possible, solutions to problems or methods of procedure suggested by the students should be adopted. This gives them not only confidence in their own powers but arouses in them greater enthusiasm and more effort. Such a course on the part of the teacher will probably be more time-consuming for him, but it will make of his organization the efficient laboratory for leadership training which it can be, and the development of desirable abilities and capacities in his students will be ample recompense.

Mannerology for Young Men

ONE of the inconsistencies of our manners and courtesy program in high school is the wealth of material written on the technique of girls' behavior as compared to the small amount of material on boys' manners.¹ In looking for references one finds such titles as "On Being a Girl," "A Girl Grows Up," "What Is She Like?" "Good Looks for Girls," "The Girl Today," and so on. The very good reference, "Manners and Conduct in School and Out," was written by a faculty member of a girls school.

Another inconsistency concerns the curriculum set-up in the typical high school. Our home economics departments, for instance, take care of a sizeable portion of the girl population of the school and a great amount of time is spent on etiquette each year. But the nearest the brother course, vocational agriculture, gets to teaching table manners is a unit on the construction of feed troughs.

Now I would be the last one to criticize the desirability of a vocational agriculture student's knowing how to construct a feed trough, but I am also of the opinion that there are going to be times in his life where it would pay him, too, to know how to behave at the table. I will even go so far as to say that boys probably need more time studying manners than do girls, if there is anything to the philosophy that we should apply our effort in education to the place where it is most needed. Anyone with any experience in teaching will probably agree that most outstanding cases of flagrant ill manners are committed by the "awkward, clumsy, less-lovable, and self-conscious" fifty per cent of the school population.

A second criticism I have is that most books on manners are too antiquated for modern needs. Manners acceptable today were taboo twenty years ago. Pupil environment has undergone a radical change in school and out during that time. Why teach "Manners on the Street Car," for instance, when a crew of WPA workers is tearing up the tracks a block away? Why teach the technique of street car dating to a young man who calls for his date by driving up to her home in a cloud of dust with the horn button jammed in to let her know he has arrived? The jazz age, Tom Thumb golf, the depression, the recession, and World Wars I and II have been packed into the last fifteen or twenty years. Life is not the same today as it was yesterday.

Personally I would approve of a well written, up-to-date book on "Boys' Behavior."

I therefore justify this article on three theses as follows:

HARRY H. SHUBERT

*Principal, Junior High School,
Lebanon, Missouri*

1. Our boys need to know manners.
2. Enough has already been written on girls' manners.
3. A workable plan can be presented which will take care of all boys in a freshman class.

The strategic point to start on this program of good manners is the freshman class. If it raises the level of social conduct, the best time to start is with the freshman class. Freshmen will be in school four years, and freshman boys, if left alone, are inclined to grow progressively worse in manners more than any other group. It can further be assumed that freshmen entering a new school are more impressionable than the more hardened upper-classmen.

Having decided to teach freshman boys manners, certain questions naturally come up. Shall the course be curricular or extra-curricular? What are the specific purposes of an organization set up for that purpose? How often shall it meet? What will be the nature of the program? What will determine progress? I will attempt to answer these questions in this paper.

In answer to the first question, since it is an all boy group, no regular class period can be used. There will have to be organized an extra-curricular club which meets once each week, perhaps during activity period. The general purpose of the club, which we shall name the "Kentucky Kunnels" after the courtesy of the southern gentlemen, will be to find out and apply to our own conduct the manners a man with self respect should have in school and out. If specific purposes are needed, the following will serve:²

1. To teach respect for older people.
2. To teach students to fit into a group.
3. To correct feeling of inferiority.
4. To give interest to work or play.
5. To teach correct table manners.
6. To create a desire to serve.
7. To develop the habit of punctuality.

The big problem, of course, is to decide upon the nature of the program. I have a group of about thirty-five boys meeting once each week during activity period. Membership in this club is required of all freshman boys on the theory that the natural "boors" would not otherwise belong. While this may tend to curricularize the club, our hope is to present

a program that will not follow the formalized type of classroom procedure.

Listed below is the last year's semester calendar for the club:

Sept. 14—Election of officers. Selection of a club name. "What Would You Do If—" questions.

Sept. 21—Pre-test on manners. Handing out of a mimeographed questionnaire on "Conduct at a Party" for the next club meeting.

Sept. 28—Finding out how to act at a party.

Oct. 5—Good usage in automobile manners.

Oct. 12—A code of traffic rules. Traffic slogans.

Oct. 19—A visit from the state patrolman or some traffic officer

Oct. 26—Manners about town.

Nov. 2—Manners in the home.

Nov. 9—Manners among nations.

Nov. 16—The art of making introductions, table manners.

Nov. 23—Manners in corridors, classrooms, and assembly.

Nov. 30—Courtesy campaign.

Dec. 7—Completion of campaign.

Dec. 14—Drawing up of manner-rating sheet.

Dec. 21—Discussion of manner-rating sheet.

Jan. 4—Codification of handbook on rules of good conduct.

Jan. 11—Presentation of handbook. Final test.

Jan. 18—Assembly program. Distribution of handbook. Demonstration of "manner-meter."

At one of the first meetings of the club on September 21st the boys took a test (of the nature of a pre-test) to determine their knowledge and attitudes toward manners and courtesy. This test was adapted from "Test in Civic Action" by Howard C. Hill and E. A. Wilson. However, there were other questions included which were calculated to test attitudes as well as knowledge of how to act under a given circumstance. I might point out here that desirable action does not always follow knowledge of desirable social action. I maintain, too, that most ill manners are due to ignorance rather than to malice. Therefore, there should be some correlation between the improvement I am able to show by testing procedure and the actual improvement that does take place.

At the conclusion of this meeting I presented each member of the club with a mimeographed sheet on which were listed certain pertinent questions along the line of those presented in Harry McKown's "Assembly and Auditorium Activities," pp. 356-357. This is an example:

Conduct at a Party. Is it better to write a note, telephone, ask a friend to make arrangements, or waylay the girl in the hall?

Automobile Manners. In view of the fact that there seems to have grown up a con-

viction on the part of many automobile drivers that there exists a different code of manners in a car than out of it, I devoted three weeks to this problem. For this meeting I had the boys advanced to the point where I could have a little help from committees. Below are listed some techniques of conducting a study of traffic manners:

1. Have the group observe and relate in club meeting some good or bad driving manners which they saw in town.
2. Have reports on pamphlets and AAA material.
3. Dramatize a scene showing poor manners and good manners in driving a car.
4. Draw up code of traffic rules.
5. Have a contest in writing safety slogans.
6. If possible, obtain the services of a state patrolman or at least a local traffic officer to discuss the problem of good manners and conduct in operating a motor vehicle.

Home Manners. A somewhat different procedure was followed on the unit, "Good Manners in the Home," scheduled for November 2nd. Here are some suggestions:

1. Good manners in the home.
 - a. Manners in the family.

Make a list of things a boy can do to make himself useful.

Write stories and plays illustrating desirable traits shown in the home.

Study proper procedure in entertaining guests.

International Manners. The purpose of the program on "Good Manners Among Nations" is to draw an analogy between good manners as practiced among individuals and among nations. Certain instances of international difficulties may be brought up in which the exercise of good manners might have averted war.

Introductions. One of the best methods of training individuals to make introductions correctly is to set up definite situations and give them an opportunity to practice. Below is listed a practice problem taken from "Fiber and Finish," which illustrates what I mean:

1. John is studying with two friends in the living room. His mother comes in. What should all three boys do instantly? Then how should John introduce the boys to his mother? What would the boys say?

In connection with a study of social procedure in making introductions, we must also include a study of table manners. This might include reports from reference material on proper table manners, as well as demonstrations in the proper manner of holding the knife and fork, use of the napkin, etc.

"Mannermeter." The manner rating sheet drawn up by the group on December 14th contained a number of qualities which were stressed during the previous meetings. The

rating sheet allowed space for grading the individual on the following qualities: modest, appreciative, sympathetic, friendly, kind, tactful, even tempered, well groomed.

Each member of the club was furnished two copies of the chart. He checked himself on one of them and was checked by the entire group on the other. A point score was computed on the basis of the returns on this chart and winners selected at the next meetings.

Rules. The last project for this group was devising a codification of rules of good conduct. The group was divided into committees, each committee being responsible for some phase of manners. Abundant material was furnished each committee. Much care was exercised to see that these rules constituted a significant piece of work. As soon as the committee had drawn up a list of rules, these were presented to the group and voted on. Then a central committee was selected to compile all of the rules under proper headings and make a club handbook. This serves the double purpose of making the accomplishments of the club tangible as well as reviewing certain facts as should be done at the end of any good course.

The final meeting of the "Kentucky Kun-nels" ended in a blaze of glory with an assembly program. Material for this assembly was taken from outstanding dramatizations or other programs given during the series of club meetings.

By this time we had the returns on the final test made out, with medians, quartiles, and other statistical data computed on both the final test and the pre-test. On the strength of the fact that substantially better scores were made on the final test, we constructed a "Mannermeter" to exhibit at the assembly. This instrument, resembling a large thermometer, showed the improvement of the group as indicated by the improvement on their scores.

In conclusion, let it be said that there are a number of intangible values to education that are difficult to measure. The question always arises at the end of such a project as has just been discussed, "Just what do you have to show that your time has been well spent?"

In answer to that question I can present the following criteria:

1. Improvement in knowledge as evidenced by test scores.
2. Improvement in conduct as evidenced by school behavior.
3. Permanency of this improvement.

¹ A brand new book is "A Boy Grows Up," by Harry C. McKown and Marion LeBron Pjgman, published by McGraw-Hill.

² McPhee, E. R. "Training in Social Courtesy in the Junior High School," Educational Method, 14: 31-33, October, 1934

Directed Noon Hour Activities

DOROTHY MOON

Girls' Physical Education Instructor,
Wheaton Junior High School, Wheaton, Ill.

IT IS 12 o'clock and the visitor who enters the building becomes aware immediately of some activity. He has opened a door and found a small gymnasium filled with about eighty boys and girls participating in five or more activities. The youths were having a good time. It was their directed noon hour activity period.

The Wheaton Junior High School has found a way to solve one of the major lunch hour problems which always arise, particularly during the uncomfortable weather. Since the lunch room is small, the students are obliged to eat in two forty-five minute shifts. Forty-five minutes, however, pass too slowly for the students who are desirous of a little active recreation in contrast to the sessions of comparatively quiet sitting which are found in most classrooms. Some plan was needed to supply nervous relaxation during the noon period, so that the afternoon classes would prove more profitable.

Mention of the gymnasium one opportune moment brought forth the inquiry concerning its use during this noon hour. Many suggestions were made, and a variety of equipment was brought from homes of enthusiastic students and parents. Sensing the practicability of the project, classes were rearranged and the school furnished other needed supplies. The junior high industrial arts department offered additional assistance through individual and class projects, furnishing two ping pong tables, a ring toss board, and a sturdy box for box hockey. Then a program was planned to utilize the varied equipment. To

(Continued on page 29)



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Elective Courses Replace Clubs

IN TRYING to reconcile the need of furnishing ample opportunity for extra-curricular activities, and the difficulties attending the usual club plan, the following scheme has been used in the Vernon L. Davey Junior High School, East Orange, for the past eight or nine years.

The school day, which lasts from 8:30 to 3:00, is divided as follows (three minutes being allowed for change of classes):

Four sixty-minute periods devoted to "regular" or curricular work.

Two fifty-minute periods devoted to extra-curricular "elective" activities. These are called "A" and "B" periods, respectively.

A lunch period thirty minutes long.

A home room or assembly period twenty minutes long.

The order in which these periods occur during the day is: "Regular," "Regular," "Regular," Lunch, A "Elective," "Regular," Home Room, B "Elective."

It will be noted that these A and B periods come every day. It follows that any activity which takes place in either period comes every day. As club programs are usually organized one meeting is held each week, so the total number of meetings is about thirty-five in number. Starting from that idea as a basis the A and B periods were set off in groups of seven weeks each (we call them "septaves") so that during the year there are five separate and distinct septaves of thirty-five meetings in the A period and thirty-five in the B period. Experience has shown that thirty-five meetings is about the right number.

A new program or set-up is offered each septave, and it is possible for a pupil to make ten different choices a year, and thereby to have had an introduction to ten different activities. At the other extreme he may have chosen two study periods a day for the year or he may have specialized in some activity like art or music and had a period for it, every day in the year.

In making his choices the pupil is left largely to himself though the adviser, who must approve the choice, sometimes persuades his advisee that a particular choice is wise. This is especially true in remedial work. As is well known, a serious present day problem in junior high schools is the incoming pupil's inability to read on a high school level. These A and B periods offer an excellent opportunity to supplement the regular class room efforts with special drill in read-

WILLIAM H. SMITH

Principal, Vernon L. Davey Junior High School, East Orange, N. J.

ing without interfering with other regular work. Pupils themselves appreciate the opportunity and often ask to give up a septave or two to concentrated remedial work in reading.

Perhaps a word or two of explanation of our advisory system will make more clear some of the references in the above statements. Each teacher in the building is adviser to a group which constitute that teacher's home room, and the teacher remains with that group for the three years the pupil is here. As a result, the teacher's contact with each advisee is intimate, and the adviser is able to influence A and B choices without seeming to. A check list kept by the adviser makes it easy to keep the pupil's extra-curricular activities balanced.

No marks or credits are given in any of these activities. The pupils and the teacher are free to work out the offering in any way they see fit. Perhaps this has had something to do with making the teachers willing to take charge of activities in which they themselves were originally uninterested. It may seem silly to have a teacher take a group in chess when she has to learn the moves from a book or from members of the group. It would be silly if we were trying to develop experts, but where the object is to open as wide a variety of experiences as possible to as many children as possible, we find the scheme very successful.

Of course where a teacher is a real enthusiast along a certain line and the pupils want that line that teacher is given the activity.

There is constant effort to get pupils to organize groups for activities not usually offered, and if such a group is formed it is easy to get a teacher to take charge as long as he or she is not required to be an expert. However, such groups are seldom formed, perhaps because the variety of offerings already supplied meets the felt needs of the pupils.

It is surprising how convenient it is to have periods of this kind which can be interrupted for programs or special assemblies without breaking into periods devoted to the regular curricular work. Committee meetings of pupils with teachers or the principal can usually be arranged, avoiding the interrup-

tions to work and home duties which after school meetings frequently involve.

Another happy outcome is that the co-ordination of several groups necessary for the production of an operetta or play or program where many activities are involved is no problem when the groups are readily available in their A and B periods. Either the need has been anticipated so that the groups are organized with the participation in view, or volunteers can be found to accomplish the desired end.

The organization of the set-up for a septave seems at first an insurmountable task but practice makes it almost routine. For example, the septaves end this school year on October 27, December 22, February 21, April 26, and June 21. Two or three weeks before the end of the septave a slip is printed on the daily bulletin which says:

I would like to offer in the next septave:

A Period

B Period

Signed.....

A tentative set-up based on the replies and other suggestions are gone over at a teachers' meeting, and the final result is mimeographed. At one or more home room periods the pupils with the aid of their advisers make out their choices. We have found a simple device for this is a printed form like the following:

ADVISER'S SLIP

Subject Teacher

Pupil's Name

Section..... Date.....
wishes to take

Subject

Period..... Room.....

.....Adviser's Signature

H.....other choices are:

.....

.....

.....

One of these forms is on white paper for the A period, and one on yellow paper for the B period. When filled out these are sent to the office and turned over to a committee of teachers who make up the classes from the first choices, only turning to the other choices when a class is not filled with first choices. As a rule, preference is given to beginners in any activity to insure wide acquaintance with the offerings. After the assignment is made the adviser's slip is sent to the home room adviser and a duplicate is sent to the teacher who is to have charge of the activity.

From what has been said, it is clear that there are no after school extra-curricular activities, except for ball games especially arranged by the physical education department. Since this is so, every teacher is available to take charge of one or two extra-curricular activities, depending on the amount of teaching time required to handle the "regular" curricular work. Thus each teacher has each week 16 or 20 hours of "regular curricular" work, five or ten A and B periods, five home room periods, and four or five free periods with no responsibilities.

The offerings in no two septaves are quite the same although experience has shown that certain ones are in such demand that they appear in each septave almost of necessity. It has also become clear that those involving some form of physical activity, like archery, some game aspect, like chess, or some useful aspect, like first aid, are always over-subscribed. That the opportunities offered are welcomed is indicated by the fact that there are never more than about 120 out of a school of 640 using the study periods offered, most pupils preferring to do their studying at home and taking other things in both A and B periods. The only formal study periods occur

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in A and B periods. However, it should be noted that in many of the "reading for fun" groups pupils do a lot of reading for book reports required in regular curricular classes.

For illustrative purposes the set-up for the third septave of 1939-1940 is given below. A note of explanation about the patrols may be illuminating. While the patrols have charge of the halls at change of classes, their chief duty comes in the A period. This is because for the first floor the A period classes are in session from 11:35 to 12:20, after which they go to lunch, while the second floor goes to lunch at 11:35 and to classes at 12:05. The patrols have charge of this entire period not only in the cafeteria but at the doors, on the playground in fair weather and in the auditorium in bad weather, where those who finish lunch early congregate while waiting for classes to begin.

This outline attempts only to show the organization and purpose of the plan. Much could be added concerning the possibilities offered by this flexible program. Perhaps one of these might be suggested as of prime im-

SEPTAVE III 1939 - 1940

A Period

Girls' Gym—Dancing
Study
Photography—beginners—10c
Newspaper (if you have had newspaper before, write "advanced" on the slip to receive preference)
Archery (in boys' gym)—boys and girls—beginners—1 from each room
Handwork for girls
Model Airplanes (supply own materials)
Shop for 7a and 7b only
Sewing for 8th and 9th
Cooking for 7th grade girls
Study
Patrols
Chess
Claymodeling—advanced
Bookmaking—7th grade
First Aid—(girls) (not more than 2 from each room)
Puppetry
Improvement in reading by means of films—90 pupils recommended by teachers
Band—experienced
Typewriting—beginners (not open to 7th grade or Bus. Tr. pupils)

portance. At least once each day every teacher has a chance to teach, with only the blue sky as the limit. The group is already interested in the subject, it is limited in size to what the teacher thinks is proper, there are no prescribed outcomes which must be attained, there are no marks given, the method and manner of conducting the class is left entirely in the hands of the teacher and group. In such a situation every teacher has every inducement to submit himself and his methods to a constant self appraisal and revision. Such self appraisal cannot fail to have a marked effect in breaking down that stereotyped form of teaching into which the high school teacher, whose entire attention is devoted to one subject, almost inevitably falls.

Directed Noon Hour Activities

(Continued from page 26)

avoid monotony a different program was planned for each day, using quiet and semi-active games sufficient to serve sixty students or more. The following was the program decided upon:

Monday—Darts, Quoits, Lexicon, Dominoes, Chinese Checkers, Hop Scotch

Tuesday—Shuffleboard, Ring Toss, Bean Bags, Box Hockey, Pick Up Sticks, Checkers

Wednesday—Volley Ball, Tennequoits

Thursday—Indian Club Bowling, Ping Pong, Checkers, Hop Scotch, Chinese Checkers, Jacks

Friday—Badminton or Loop Tennis, Ring Toss, Bean Bags, Tennequoits, Lexicon

The necessary equipment was set up, and replaced when necessary, by student volunteers. Each period was supervised by the girls' physical education instructor.

Later in the season, to further vary the program, folk dancing was introduced for the eighth grade students. This activity was planned for Wednesday only, until through student demand it was used also on Monday.

This program was started in 1938. It has proved very satisfactory, although the plan is to add new activities year to year.

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THE
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For the September Party

WHEN in doubt, watch the hostess." That is what the book says. But does it always work? No, because the hostess is not always handy to set the example, or is not up on her toes herself—etiquetely speaking.

So what? That's simple! Be the right kind of a smart alec and know the answers. Every guest is as responsible for the success of a party through knowing what and how to do it, as is the hostess. To be the model guest, so admired and in demand in large or small groups, you might use these guides.

IN REGARD TO DRESS

Dress in accordance with what others are wearing. If in doubt, make the necessary inquiries. Don't take a chance!

Dress appropriately, keeping in mind the hour of the day and the type of party. Extreme, gaudy over-dress is in just as poor taste as attire that is too informal.

IN REGARD TO INTRODUCTIONS

1. Boys always stand when receiving any introduction.
2. Boys always shake hands with those of the same sex.
3. Boys do not shake hands with those of the opposite sex unless the latter offers the hand first.
4. Girls rise for an introduction for a woman of senior years. They need not stand for a man unless he is very old or famous.
5. Girls do not shake hands unless an adult offers the hand first.
6. If boys extend the hand in an introduction, a girl must not ignore it, even though the boy has been in error.
7. Avoid using the hands in pointing from one to another in performing an introduction.
8. Avoid responding with "Charmed, I'm sure," or "Pleased to meet you." The latter is too apt to become "Pleased to meetcha." Use instead, "How do you do," or "It is nice to know you," or merely repeat the name of the newly introduced.
9. To avoid the awkward moment immediately following an introduction, introduce a "lead" remark to launch a conversation as "Mrs. Smith, may I present Mrs. Brown? Mrs. Smith has just returned from Mexico." The conversation then may center around Mexico.
10. A simple nod or short comment is all that is essential in parting after an introduction has occurred. Perhaps, "I have enjoyed this meeting," or "It has been a pleasure to make your acquaintance."

EDNA VON BERGE

Kiser High School, Dayton, Ohio

11. An older person's name is always mentioned first, then follows that of the younger person; a married woman before a single woman unless there is great difference in age; a distinguished person before a less famous one; a girl or woman's name before that of a man or boy.
12. Repeating a person's name during an introduction helps to recall it more readily at a later meeting.

IN REGARD TO CONVERSATION

1. Steer clear of too many I's.
2. Shhh! Soft pedal your conversation. The whole neighborhood isn't interested.
3. Conversation is a "give and take" affair. Give your share for the other party to take, then reverse the procedure.
4. Study Webster's dictionary for aid in eliminating excessive slang and for growth of vocabulary.
5. Wait a minute! Other folks are anxious to finish what they are saying before you pounce on the conversation.
6. If fists are doubling up as they may over politics or religion, change the subject tactfully, gradually, definitely, but not obviously.
7. Hold on! You'll put the other person's eye out with such wild gesticulations. Don't be too passive, however, strike a happy medium in the use of hands.

GENERAL CONSIDERATIONS

1. Clock watchers in business lose their jobs. This is not the case with guests who must watch it to insure arriving on time. It is a decided breach to be late. Better not be too early. Arrive five to ten minutes before the time set. Fifteen minutes after the hour set is late, and the hostess is privileged to begin activities without further delay.
2. Older guests make the first move to leave—if they don't see that the hostess is painfully stifling one yawn after another, or that the party is apparently at an end, then make the move yourself. Somebody has to do so. The girl should suggest it before the boy.
3. Enter whole-heartedly into every activity that has been planned, even if some things seem silly. You might even fool yourself and have fun.
4. Be on the alert to lend assistance whenever and wherever it appears to be needed.

Don't, however, be a jumper-upper who tries to run everything for a previously appointed committee.

5. Boys, give all the girls a break. Don't bestow all attention on one or two at a mixed affair. Wallflowers grow because boys so often don't give the girls a chance.
6. "Now little wallflower, don't you cry, you'll be a daisy by and by," if you forget about yourself and concentrate on others and on what is going on. Don't look bored! Smile and be gay if it kills you.
7. Chaperons! What memories they possess. They know exactly what boys and girls have remembered to greet them and thank them for coming.

Don't be discouraged. There is much to know, but it comes easily through practice and study. Not only will you rate high with your hostess by adopting these rules, but you'll rate ace high with other guests—and that certainly is something!

TREASURE HUNT

Weather is peculiar. Usually one cannot be sure of good picnic days. In September, however, the weather is less changeable than in October and November, and thus a wise month to select for outdoor entertainment.

Heavy brown wrapping paper torn with jagged edges is pressed into service for the invitations which are crudely written with heavy crayon.

There will be an outing
Real soon, with
Eats galore.

All are requested to .

Slick up as hoboes or pirates, send
the committee a bandana with
name attached, and meet

Under the spreading chestnut
tree at—.

Remember the time—
and come to

Enjoy a hilarious, rip-
roarious occasion.

Hurry up and mark the date.

U better come early, so you won't be late.

Now is the time to cast aside woes, and
plan for the

Treasure Hunt for happy hoboes.

Just who will have the most fun is a debatable question. The committee will find it a lark to outline the plans, and the rest will have equally as gay a time in executing them. Guests are divided into two groups, more if it seems advisable with a large party. Starting at the same time they follow the trail marked by paper shreds, red for one team, yellow for the other. It adds to the excitement if the trails cross each other from time

to time, and involve slight hazards like shallow streams to ford, or fences to climb. Both trails lead to the treasure, which is the food hidden in various spots in the vicinity. Tree branches afford excellent hiding places for the lunches tied up in the bandanas which each individual has contributed in advance. If finances permit, the bandanas are provided by the hostess or committees, and become favors. A clever touch to the hobo lunch is a stick thrust through a twisted knot of the bandana. Participants must find their own bandana lunch. Committee members have fires ready for toasting marshmallows and hot dogs.

As a rule, entertainment takes care of itself at such informal out-door affairs. However, it is advisable to have some provisions made, should awkward lulls appear. Folk or modern dancing on the green, to portable Victrola record accompaniment, always appeals. Basketball, baseball, horseshoes, bean bags, and Chinese checkers are sufficiently varied in type to provide activity for either sex. Campfire singing brings this gala event to a fitting and memorable close.

Should one desire some changes, these variations may be considered:

1. Trails may be marked by arrows made with heavy white or colored chalk on stones, sticks, trees, or fences.



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2. Directions written in verse, lead the hunters from the meeting place to the first stop where further directions are hidden. This process continues with hunters finding directions at intervals along the way, leading finally to the hidden treasure.

3. The trail may lead the group to the school, to a barn, to a large garage, or a private home where "eats" are served and prove to be the treasure.

4. Food may be served in courses, with it hidden on the installment plan along the trail. At one spot, hunters find a large bag of fruit, later on potato chips and pickles, still later sandwiches, and finally hot coffee, marshmallows, and fat sugar doughnuts.

5. Players may be asked to collect something of interest along the trail. As an entertainment feature around the campfire at a later hour, each one displays his find and tells something of interest pertaining to it. Many surprising hobbies will be revealed.

6. Several treasures may be hidden along the trail from time to time, which become favors for the guests. Small or large lollypops with handles stuck into the ground with names of players attached, to insure a fair distribution, or cartons of animal crackers similarly labeled, satisfy the desire to munch on something en route. Candied apples on

sticks, wrapped in bright gay cellophane wrappers stuck into the ground by the handles or put together in a bag, offer a further suggestion.

A LITERARY PARTY

(The writer wishes to acknowledge this party contributed by M. Louise Hastings, Dorchester, Massachusetts.)

Invitation

Will you come to our party?
Then dress in your best
As a storybook character,
We'll plan the rest.
Date——— Place———

Fold the invitation card to resemble a book with the invitation enclosed. Paste colored books, cut from advertisements, on the outside; draw books, paint them, or use a photograph of a library. Many libraries accumulate book covers, or jackets, which are removed as the book is placed on the shelf. Librarians are often glad to donate these for various uses. Print the invitation on the inside cover.

Capping Titles

With guests seated in a circle, one person starts the game by naming the title of a book. The next one takes the last letter of the title for the first letter of the next title. When

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By CARL G. MILLER

Instructor in the Lewis and Clark High School, Spokane, Washington

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anyone fails to name a title, he leaves the circle. The last one left is the winner.

Illustration:

Alice in Wonderland
(D is the last letter)
Daniel Deronda
(A is the last letter)
And Tell of Time
Exile
Echorn
North to the Orient

Book Words Spelling Match

Sides are chosen to form two teams. Members are given a large letter mounted on cardboard, both teams having the same letters. The captain announces a word, using names of characters found in books, as well as words. Quickly both sides form the word by stepping forward from the line, placing the letter and themselves in the proper order. The side spelling the word first, wins, and that side then chooses one person from the opposing side. After a limited time, the team having the greatest number of players, wins. It may be necessary to have a number of letters on cards repeated that are used often, especially the vowels.

Adjective Stories

Each person draws an adjective written on a small slip of paper. As the leader reads a story aloud, which has been written especially for the occasion, there is a halt when he comes to an adjective, which a player in turn reads out from the slip. Usually the adjective won't fit at all. This makes for considerable hilarity if the story has humor in it to begin with, or if it pertains to the people present, the school, or the organization giving the party.

Literary Refreshments

Chairs are placed under signs hung in the serving room. These signs contain the names of books:

Under the Spreading Chestnut Tree
Under the Lilacs
Treasure Island
Alone
House of Seven Gables

Just before entering the serving room, guests are handed the last names of the authors of the books listed on the signs. All those who receive the slip, Stevenson, will sit together under the "Treasure Island" sign. It is arranged that only two guests draw the author for "Alone."

As guests arrive, others may guess what character they portray, writing these guesses on numbered sheets. These numbers correspond with those pinned upon the arrival to simplify identification. This is a good mixer.

(Editor's Note: A book party has endless

opportunities for novel entertainment. Additional suggestions follow.)

1. As the names of well known books are read, guests supply the names of the authors or vice versa, or both.

2. Individuals or groups dramatize a scene from a well-known book, or portray any famous character which the audience attempts to guess.

3. Names of well known characters in fiction are read as guests attempt to name the book in which they appear.

4. In a Spelling Bee, or Professor Quiz fashion, questions of this type are presented: What color was the dress Scarlett wore which caused so much trouble? What was the name of the doctor whose secret journal was constantly referred to in Green Light? What was Rebecca's husband's name?

(Editor's Note: Next month Miss von Berge will give suggestions to School Activities readers for an October party.)

Student Savings Bank Activities in Commercial Education

(Continued from page 10)

attitude shows a splendid feeling of responsibility and lifts the level of the banking activity above the put-and-take level. It is recognized that seniors will have to meet many graduation demands with their funds. Since that is the reason why they have been saving, their requests are approved on short notice.


The order-to-pay form is so arranged that it may be used to handle entries of an adjusting, transferring, or correcting nature, as well as for handling transactions explained in preceding paragraphs.


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the books are audited completely once a year, usually at the close of the school year.

HISTORY. In the four years that the Montgomery Blair School Bank has been in operation an atmosphere of integrity and dignity has been fostered within our school and community. Each year one of the main banks of our community invites our seniors to inspect their organization in action. The head cashier and members of the bank do an excellent job of explaining and illustrating to our pupils how each department weaves its work with the others to make a well organized concern.

Our school bank in its relation with the school appears more like a busy, well-organized business concern than a class in high school. The bank is open for business at definite times throughout the day, in addition to the regular bank period. The students quietly perform their duties at these times without direct supervision by the school treasurer, who at these times has other senior commercial classes in session. The bankers rotate on these special assignments from these classes.

After the first six weeks of school, formal instruction is carried on for a part of the regular bank period two days per week. At these times instruction, discussion, and illustration in accounting principles and projects are given. Study assignments in the *Banking*

Journal of the American Bankers' Association are written up and discussed every two weeks in one part of a period. Otherwise, the method is quite informal.

Further information regarding all business forms, work assignment sheet, instruction sheets, installations, etc., may be obtained by contacting the writer.

CONCLUSION. From the foregoing, one may note that the high school bank is a worthwhile factor in furthering self-management and self-direction for the members of the bank and the whole student body. It has a very definite contribution towards developing desirable qualities so important for happy and successful adjustment in the present and future lives of the students. They not only learn that financial probity, poise, co-operation, courtesy, and responsibility are essential in life, but these are made functional. This type of thrift program also services the school, both from an administrative view of carrying out its philosophies and objectives, and from the material standpoint of handling its finances.

"No man in this world attains to freedom from any slavery except by entrance into some higher servitude. There is no such thing as an entirely free man conceivable."—*Phillips Brooks.*

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SCHOOL SCIENCE and MATHEMATICS

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3310 N. 14th St., Milwaukee, Wisconsin

News Notes and Comments

September Front Cover

1. Nogales, New Mexico, High School drum and bugle corps on parade
2. Stunt being carried out at a district Hi-Y conference, Olathe, Kansas
3. Operetta cast of the high school mixed chorus, Shorewood, Wisconsin
4. Weekly meeting of the student council at Hickman Senior High School, Columbia, Missouri
5. Assembly scene at a program by the Men About Town Club, Long Island High School, New York City, New York

That the schools must, in the years just ahead, teach reading in broader terms than ever before was the general conclusion of the Third Annual Conference on Reading held June 26-29 at the University of Chicago. The theme of the conference was "Reading and Human Development." More than 1500 leading educators from all parts of the country attended the conference.

For the past fifteen years Cornell University has developed special music programs for 4-H Clubs and the annual Farm and Home Week. During this time rural communities have made increasing demands for active guidance of local programs.

Assorted Back Numbers

Several hundred miscellaneous copies of *School Activities* are being wrapped in packages of 27—no two alike and none of the current volume—and offered prepaid for \$2. This makes available at a nominal price over a thousand pages of material, much of it activity ideas and entertainment helps that are as timely and usable now as when they were first published.

Six-Man Football

Coach W. J. Gully of Henry, S. Dak., motivated by a mild local interest in six-man football, sent questionnaires on the subject to twenty-four schools having six-man football teams. Mr. Gully received twenty-three replies from schools whose enrollments vary from 54 to 139. The average enrollment was 90. Replies showed that, on the average, the schools had played six-man football for only two years.

According to a report in the *South Dakota Educational Journal*, six-man football was self-supporting in five of the schools, while in fifteen others it was not. The average

amount of money needed to make up deficits was \$62.50. The deficits were met in three ways: by the board of education; by student associations; and by the combined resources of both school boards and student associations.

In most schools in which eleven-man football had not been played previously, the board of education furnished suits and equipment for the six-man team at an average cost of \$190.

Mr. Gully reported that the questionnaires showed that interest varied from lukewarm to highly enthusiastic. In schools in which the game had been played more than one season, the interest had grown yearly.—*School Executive*.

Teachers of English will be interested in the annual convention of the National Council of Teachers of English, which will be held in Chicago November 21-23. This is the largest group of teachers in any special field in the United States. It is expected that more than 2,500 teachers of English and related subjects will attend the general and special sessions.

A hearing on Bill H.R. 9763 to establish a Youth Reference Service in the Library of Congress, was held June 21, 1940, by the House Library Committee. On May 14, Representative Jerry H. Voorhis of California had introduced the bill in the House, and Senator Claude Pepper of Florida had introduced a similar bill (S. 3987) in the Senate. The proposed service would "furnish bibliographical, research, and reference assistance to interested persons and organizations with respect to the needs, problems, interests, activities, and attitudes of young people in America."

American Education Week Stresses the Common Defense

"Education for the Common Defense" is the general theme for the twentieth annual observance of American Education Week, November 10-16, 1940. The daily topics for the observance are:

Sunday, November 10—"Enriching Spiritual Life"

Monday, November 11—"Strengthening Civic Loyalties"

Tuesday, November 12—"Financing Public Education"

Wednesday, November 13—"Developing Human Resources"

Thursday, November 14—"Safeguarding Natural Resources"

Friday, November 15—"Perpetuating Individual Liberties"

Saturday, November 16—"Building Economic Security"

The National Education Association has prepared materials to assist schools and communities in the observance including a 32-page handbook of American Education Week technics, a 32-page booklet entitled "Education for the Common Defense" every second page of which consists of cartoon illustrations, a poster, a leaflet for distribution to homes, a sticker, a series of eight-page folders giving specific suggestions on the various topics for different school levels, and combination packets of these materials for the different school levels.

Address the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., for complete information regarding American Education Week materials available at low cost prices.

The National W.C.T.U. offers prizes ranging up to \$40 for Senior Orations and Junior Declamations on temperance subjects. For complete information write to the National W.C.T.U. Publishing House, Evanston, Ill.

Each year an increasing number of summer schools offer courses in extra-curricular ac-

tivities. This summer college instructors requested more than two thousand sample copies of *School Activities* for distribution in their classes.

A series of leaflets on occupational trends and probable employment opportunities in 1940 and 1941 is announced by Occupational Index, Inc., New York University, New York City. The first five in the series, now available, concern aircraft manufacture, diesel engine occupations, beauty culture, printing, and air conditioning and refrigeration.

"This day there fell one of those little moments. We both said hasty things and went off to our rooms. Then each turned back to be forgiven. Finally only a door separated us and there we were pulling it in our contrary ways." —From *"The Bridge of San Luis Rey."*

"It is in society that men quarrel with their friends; it is in solitude that they forgive them." —G. K. Chesterton.

"All human progress has been made by ignoring precedents. If mankind had continued to be the slave of precedent we should still be living in caves and subsisting on shellfish and wild berries." —Viscount Philip Snowden.

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Questions from the Floor

BY THE EDITOR

● *What extra-curricular activities should be used to gain the interests of the "boy crazy" girl or the "girl crazy" boy? Marion E. Holman, W. S. Neal School, Brewton, Ala.*

Frankly, maybe these folks don't need any other interests, at least for the time being. And "trying to interest" them (in order to "save" them) may make them still crazier. It most certainly will if the purpose of the efforts made in this direction are more or less obvious to them. When this occurs, you'll lose both the "crazyer" and the "crazyee."

Many oldish grandmothers and unmarried lady school teachers wail about students' interest in the opposite sex, failing to realize that such interest and its resulting "crazyness" are the most natural things in the world. (This is not said in any nasty way, it is a statement of fact.) True, such interest does sometimes lead to idleness, aimless day-dreaming, and what not, but maybe even these are not really vicious. To repeat, attempting to "remdy" such a situation will only antagonize all those directly concerned.

There are "crazy" folks in every school: some are "algebra crazy," some are "Latin crazy," and others are "athletics crazy," "music crazy," "dramatics crazy," "newspaper crazy," etc. And, seriously, we are not at all certain but that these may need "help" as much as the first type.

Doubtless social occasions, and work on boards, councils, staffs, casts, committees, etc., in which the "crazy" ones associate together naturally and for some outside-of-themselves interest or objective would help.

However, in general, our attitude would be to forget their "crazyness" and not attempt to "gain their interests" by any special extra-curricular or curricular panaceas.

● *To keep down friction in class how can one decide which students to select for the senior play cast? The majority desire to participate, but there is only one play, and not all members of the class can get in. Mary Halford, Fayette, Miss.*

There will always be some friction in any setting in which students are selected for participation. It is to be found in nearly all types of school activities.

One remedy would be to stage more than one play (and this is the trend)—two or three shorter plays instead of one long play. Too, other play programs during the year would help.

Naturally, everyone who wants to act should have an opportunity, but at the same time it is reasonable to believe that some students do not have and never will have the ability essential to successful public performance. The class itself would be unwilling to allow all those who desired to, to represent it.

Try-outs are as logical in dramatics as they are in football, band, glee club, newspaper, or other activity. And, if the responsibility is assigned to a committee of teachers, instead of to one teacher, the selections will probably be as good, and the general school and community attitude towards these selections will surely be immeasurably better.

● *In how many activities should the student be allowed to participate in a rather small school system? Melvin Sikkink, Superintendent of Schools, Little Rock, Iowa.*

The smaller school enrolls fewer students than the larger, but it has about the same general schedule of activities. So this problem of a proper emphasis is vital in the smaller school.

No very definite answer can be given to this question. However, a consideration of some basic principles is pertinent.

School folks are notorious worshippers of system—organization, routine, standards, traditions, etc., and it is easy for them to assume that ALL students should have the same dose of English, mathematics, music, athletics, dramatics, etc. Some students will benefit little from their English; some will benefit little from their mathematics; and others will benefit little from their music, athletics, dramatics, and other activities.

Each student has, probably, a few main interests, both curricular and extra-curricular, and he should have opportunities for the development of these, plus, of course, additional opportunities for exploration and discovery. Obviously, variety is important.

However, because the student cannot be promoted or graduated on his participation in activities, his curricular work must of necessity come first. But even here there is room for variation from the "system."

In terms of relative importance it is entirely possible, at least, for a student to be better off with, say, an average grade in his curricular work and participate in a number of social activities than to participate in none of these and win an academic "A." The oft-

heard "participation in activities lowers the quality of academic work" is about the same as "all real education is mental education"—and this is foolish. Incidentally, in many and many an instance the opposite of the first statement is more true.

Just how much participation? As much as possible so long as it provides variety in school experiences (both deepening and broadening) without being unduly detrimental to curricular work. The extent will vary from student to student. Though it is often done, it is doubtful if any rigid uniform limitation should be set up.

In short, the final answer to this question in any school, small or large, must grow out of a serious study of the individual student—his interests, abilities, general record, ambitions, etc. Naturally, a very high type of very competent personal guidance is required.

● *Just what is the value of the home room anyway? Ira R. Armstrong, Principal, Hugo High School, Hugo, Okla.*

It is much easier to state the objectives of the home room plan than it is to estimate its values. In many a school the home room is probably valueless. This is not the fault of the idea, but the fault of administrators

who too hastily inserted a home room period and told the teacher to "go to it" or who assigned every teacher a home room irrespective of his or her interests or abilities; and some of the fault is due to teachers who are ill-equipped either personally or professionally, or both, to handle a home room responsibility successfully. But here again, the administration must take the blame for assigning such teachers.

The main objectives of the home room plan are to (1) acquaint the teacher with the students; (2) acquaint the students with the teacher; (3) provide personal, educational, social, moral, recreational, vocational, and physical guidance for the students; and (5) develop desirable ideals and habits of citizenship.

These are objectives; they will become values only through intelligent school administration.

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● *How can an extra-curricular program be financed in a small high school? James W. Corder, Culleoka, Tenn.*

It SHOULD be financed in exactly the same way that it should be financed in a large high school—by taxation. And it will be financed ultimately in this manner in both of these schools.

Usually the smaller community is a bit less progressive than the larger and therefore evidences more opposition to any plan which seeks to tax for these educational "extras." Hence, haste must be made rather slowly.

Meanwhile, soup suppers, sales of peanuts, gum, scrap iron and rags, tag days, admission fees and the other methods now commonly used will have to suffice. Naturally, a program of education for the school's supporters, showing the total inadequacy, unreasonableness, and even unlawfulness of some of these methods, will help to hasten their disappearance.

● *Should children be required to remain in a club for its entire duration once they have joined? Paul J. Sweeney, South Side Junior High School, Sheboygan, Wis.*

No and Yes. Theoretically, club membership should last just as long as it is beneficial to the pupil. (Beneficial is used in the relative sense: membership in one club might be beneficial, but still less beneficial than participation in some other activity.) An unbenefitted member not only fails to gain from his membership, but usually he becomes a nuisance and so prevents others from benefiting.

The usual argument against frequent changes in club membership is that they will cause confusion—the pupils will jump quickly from one club to another on the slightest pretext. This is true, but the way to avoid it is to insist that the pupils seriously consider their clubs and make their decisions on the basis of an intelligent and unhurried study of their several opportunities. An understanding that the pupil must remain a member for the term or year really requires him to use caution in making his choice.

There will always be misfits in club work the same as there are in other activities, and as in curricular activities as well. However, a careful study by both pupils and teachers will help to reduce the number of these misfits.

● *Why is the pageant a good type of school show? Jewell Dodd, Atlanta, Ga.*

We are not sure that it is. Of course, it (1) is a spectacular event that attracts crowds and brings in the money; (2) represents several departments of the school; (3) provides

opportunities for quite a number of student participants; (4) represents variety in musical rendition, etc.—we have heard these justifications many, many times. And we have seen as many pageants as the average individual. But we are still unconvinced.

A few pertinent and impertinent questions will reveal the basis of our skepticism.

1. Does spectacularity represent a justifiable ideal of a school activity? Does the fact that the pageant attracts crowds and brings in the money justify it? Honest?

2. Does the pageant represent ENOUGH of the work of the various departments to make it worth-while?

3. How many participants are there? A

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hundred? Maybe, BUT how many main characters? A hero, heroine, king, queen, villain, and fool? And what "dramatic experience" do the other "actors" receive in being members of a mob, king's guard, ballet, or chorus?

4. Is the music really good? Might the student musicians' time be better invested in other music?

5. Is the school badly disorganized during the preparation and rehearsals?

6. Does the school get "one grand headache" from the pageant?

7. If it is good, why not stage four or five a year?

Etc., Etc., Etc., Etc. We're still skeptical.

The Exchange Program

(Continued from page 20)

advise such extensive programs as a regular diet.

When we produce a dramatics program locally we always reserve a group of seats for some near-by high school dramatic group. Then after the show we have a social hour with the visitors. This brings about closer and more desirable relations with other groups and enables these schools to make lasting friendships.

The type of exchange program should not be too long or tiresome. Good one-act plays, stunts, skits, or music are best. In the case of glee clubs only a few songs should be on the program. The greater part of the program should be solos, duets, trios, etc. Here is one

of the best opportunities in the world for developing and encouraging talent in all lines of public entertainment.

For Better Bands

(Continued from page 16)

band. By giving this additional honor to the section heads, inter-sectional rivalry increases for this place. Thus playing ability of the members is bettered, for only a musician fully understands "the glory of the first chair." Band organization with its feeling of individual responsibility will do a lot to make a better band.

For a better band, try a program of increased activity; get community interest; put in a system of awards based upon merits; give the students a feeling of responsibility.

"Every morning, when I leave my house, I say to myself, 'Today I shall meet an impudent man, an ungrateful one, one who talks too much. It is natural and necessary that these men be thus; therefore, do not be surprised.'"—*Marcus Aurelius*.

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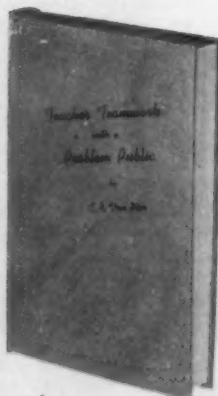
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How We Do It

C. E. ERICKSON, *Department Editor*

An Adviser System

FREDERICK A. KAHLER, *Dean of Boys,*
New Trier Township H. S., Winnetka, Ill.

Upon entering New Trier as a freshman each pupil is assigned to an adviser group. This group contains thirty to thirty-five other freshmen of the same sex and under ordinary circumstances the group will continue for four years. At present there are about twenty-one such groups in each entering freshman class, twelve for boys and nine for girls. Each of these is selected so that there will be an equal distribution of advisees with respect to their home villages, intellectual abilities, educational and vocational interests. This group will meet each school day for at least twenty minutes at the beginning of the day at which time routine matters of attendance, reading of the school bulletin, records, grades, registration and minor discipline are handled. This group will further serve as a unit to elect representatives to the student council, and to compete with other groups in all of the various intramural sports and activities.

In charge of each adviser group is an adviser of the same sex as the group, who will accompany the group as an adviser the entire four years. This adviser will become familiar immediately with all the available records and material concerning each pupil and his grade school life. He will visit the advisee's home and become acquainted as quickly as possible with the parents or guardian. He will keep an individual folder for each advisee into which will go all records and memoranda concerning the advisee and will notify the home immediately should such records necessitate it. In his capacity as adviser he is empowered to act as the first contact with the home in all situations and may pass on the adequacy or inadequacy of an excuse for an absence or a tardiness. In a like manner he may determine the degree of seriousness of a disciplinary offense. He is essentially the personal representative of each advisee and acts as his advocate as well as guide.

For each of the four classes there are two adviser chairmen, one man and one woman. The man acts as co-ordinator for the boys' groups and the woman for the girls'. These eight adviser chairmen do not progress with the classes, but are considered as experts on the problems and situations inherent in the particular school year over which they exercise control. The chairmen supervise class elections and guide the activities of the class

as a whole. They also act as the second point of contact with the homes, for when a case of failure, discipline, tardiness or other maladjustment becomes acute, it is understood that the adviser refers the case to the chairman. The chairman's usual procedure in such situations is to write to the home and possibly request an immediate visit from the parents.

The deans, one for the boys and one for the girls, form the third point of contact with the home, and each assumes responsibility for the entire personnel under him. The deans are responsible to the superintendent for the entire conduct of the personnel assistants. To them are referred all acute cases that fail to respond to the efforts of the chairmen. Upon them rests the responsibility of the proper assignment of advisers and advisees, and of all other adjustments necessary to maintain an efficient functioning of the entire system.

The building-up of such a plan involved certain assumptions—among others, that individual teachers, of whatever academic department, can administer guidance functions. With no means to train such advisers at the beginning, it was often doubted whether such a plan could be made to succeed. The greater part of our active faculty is engaged in some form of guidance work and although at present it is possible to train newcomers by using them as apprentice advisers for a year or so, a great majority of our advisers are self-trained. It is evident that a large percentage of the faculty must be men, and the subsequent expense in salary is obvious. Furthermore, the distribution of the teaching load so that each person acting in the system is assigned one less class involves considerable expense. Beyond this, the fact that the responsibility is so equally apportioned that "the school is no stronger than its weakest adviser" necessitates the employing of uniformly high grade instructors. It has been found that only a few excellent advisers or many excellent advisers and a few mediocre ones tend to nullify the best of our efforts.

One feature often overlooked is the humanizing effort of the dual responsibility of each teacher. Besides the academic responsibility for the conduct of a class and the progress made in a specific subject, the further responsibility of guiding, counseling and reclaiming other students, as well as being in constant touch with home and community situations and parental temperaments, inevitably creates a better balanced, a more efficient, and a more human teacher. The

dwindling numbers of serious disciplinary problems, the unmistakable rise in academic proficiencies, has apparently more than repaid the extra load to the teachers and the extra expense to the taxpayers made necessary by the use of the adviser system.

Our High School Band

JOSEPH B. TYNES, *Band Master, Addison High School, Roanoke, Virginia*

Our band was organized in the fall of 1933. The membership was selected from an enrollment of 675 pupils. Interest and enthusiasm were the major determinants for membership. Nine and one-half per cent of our high school group took advantage of this activity period.

As general shop instructor, I found the knowledge and experience gained in the courses of inestimable value. We repaired many of the discarded instruments which I collected from individual friends and from several colleges.

The public was most favorably impressed with our first appearance—to the extent that parents began buying instruments for their children—and the Roanoke school board appropriated three hundred and fifty dollars for additional instruments. Last year our faculty and local citizens in three weeks contributed sufficient money to purchase dark blue and white satin uniforms for twenty-five pupils.

We recognize the talent, the acumen, the ability of our student group to assimilate instruction in instrumental music. Our school board and community have been convinced because of highly satisfactory results in return for their co-operation and contributions.

Our school people look upon the ability to play an instrument as an accomplishment and an educational asset. Music appreciation, eye and ear training, and skillful manipulation are stressed. Development of tone quality, formation of habitual home practice, and solo work in brass and wind instruments are encouraged. Special attention and consideration are given to the type of music that is to be played in public. In short, our activity is both instructional and informational.

The Addison High School band activity is conducted for the benefit of students interested in band and orchestral work as an avocation as well as a vocation. It treats a subject not included in our course of study. We discuss the social aspects of bands and orchestras and opportunities for the reasonably proficient pupils, whether they are privileged to further their education or not.

We believe that thoroughness in the rudiments of music, plus proper attendance habits, insures a firm foundation for future advancement and success. As an interest factor, I

find it very effective to teach some of the fundamentals of chord construction by first harmonizing scales and having the beginners play the chords, then continuing that method in rearranged popular pieces for athletic events.

We consider our band project worth-while because it not only fills its obligations to the school itself, but serves the community in helping to decrease unemployment and co-operating with organizations for civic betterment.

Former band members of the Addison high school are either earning a living or paying practically all or a part of their college expenses by playing instruments learned while attending school.

School Affairs Committee

DORIS LOISELLE, *Grade IX, Templeton Junior High School, Vancouver, B.C.*

This report is on the school affairs committee of our Every Girl's Club. The purpose of this committee is to find out the names of the girls in the club who partake of the various activities carried on by the school and see to it that they get recognition.

One of our activities last year was the Hallowe'en Tea. This tea is an annual affair at

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which all the girls and their mothers come to enjoy themselves for part of the afternoon.

The decorating—done in flowers, ivy, and an assortment of Hallowe'en figures made of cardboard and paper—was done by some of the girls who volunteered to bring in the decorations and do the work themselves. They took full responsibility for the refreshments, too. They appointed their own student supervisors, who took full charge of the work of arranging for and serving the tea. Many girls stayed behind and faithfully washed dishes and cleaned up the cafeteria.

I heard many mothers commenting on how well the girls took the responsibility for the tea, and how well they co-operated with their sponsor.

A good program was staged in the auditorium for the benefit of the girls and their mothers. This was made possible by the two school choirs, the orchestra, and a few other numbers including the showing of colored slides of Yellowstone Park. After the program was over, the girls and their mothers proceeded to the decorated cafeteria to join in the refreshments.

Notices were put on the bulletin board and in all the newspapers and ex-pupils were invited. A number availed themselves of the opportunity and found a special table prepared for them at the front of the cafeteria.

The mothers and daughters at the tea were

delighted with everything. If they hadn't been, there wouldn't have been so many smiles. The teachers went around and saw to it that the mothers were as comfortable as if they were at home.

The proceeds amounted to something over \$33.00. Some of this money was used for the Forget-You-Note Department. This department looks after girls who are ill and out of school more than three days.

We thought other *School Activities* readers might enjoy hearing about one of the popular activities in Templeton Junior High School, Vancouver, British Columbia, Canada. If you would like to know more about our Every Girl's Club kindly write us.

An Adult Activity Plan

M. G. LOTT, *Riverside-Brookfield High School, Riverside, Illinois*

The student activity ticket plan of financing the activities of the Riverside-Brookfield High School has worked so successfully for the past seven years that now an adult and alumni ticket plan is being introduced this fall. The student plan was adopted to accomplish three objectives. First, by offering the students a ticket at \$3.80, admitting them to all home athletic contests, plays, musical events, lyceum numbers, the bi-weekly school



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WHAT THE TEACHERS SAY "I can hardly get along without the Progressive Teacher"—Irene B. Langford, Box 366, Goose Creek, Texas.

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"I like your paper very much and feel that it has improved my teaching a great deal since I have been getting it."—Iva Lawrence, McKenzie, Tenn.

"I enjoy and use, regularly, my papers from you; hardly see how I'd get along without them. Please never stop them."—Mrs. Maude Copledge, Rockingham, N.C.

"I have enjoyed your magazine very much. I find it a great help in teaching."—Adah Good, Limestone, Tenn.

"I think I could hardly teach without your magazine. It is so full of practical ideas and is concise enough for the busiest teacher."—Vesta McManus, Chamberlain, S.D.

WHAT THE SUPERINTENDENTS SAY "I am in receipt of September number of Progressive Teacher, and wish to express to you my thanks for this. I enjoy reading its articles, and always give the copies to teachers, in order that they may make use of the good things contained therein."—Carrie Eble, Superintendent Union County Public Schools, Morganfield, Ky.

"I am well pleased with your paper and our teachers are all interested in it and can't wait for the next issue for new ideas. Assuring you that your paper has a warm welcome in our school, I remain"—John Lynum, Superintendent Flo School, Buffalo, Texas.

"I have just completed a thorough survey of your November Progressive Teacher. I am convinced that this is a worth-while magazine. I shall write each of my teachers a letter calling attention to the excellent features and the very useful articles in The Progressive Teacher."—Maude E. Mitchell, Superintendent Walworth County Public Schools, Elkhorn, Wis.

WHAT THE EDITORS SAY "The June number of Progressive Teacher has just come in. I am greatly pleased with it. It is a splendid magazine of educational journalism, one of the finest I have ever seen and I have examined most of the school magazines of the country."—Joy E. Morgan, Editor of The Journal of the National Education Assn., Washington, D.C.

"I like your Progressive Teacher and believe that it has a great future."—Frank H. Palmer, Editor, "Education," Boston, Mass.

WHAT THE MANUFACTURERS SAY "We are having magnificent results with our Columbia Movable Chair Desks. We believe we have established a World Record in selling new desks. Since the list on page one of the inclosed circular was printed four days ago, we have received orders from forty-eight additional cities. Please hold the back cover page in two colors for us through five issues."—J. C. Moore, Columbia School Supply Co., Indianapolis, Ind.

"Yours of the 10th is received. Note that (7) pieces of copy for Kondon's has been completed with the March issue. You have given us good position. There is no doubt but what we will be in your magazine again next season, probably from October to March."—T. N. Kenyon, Kondon Manufacturing Co., Minneapolis, Minn.

WHAT THE PUBLISHERS SAY "I want to tell you that I have examined very carefully the May issue of The Progressive Teacher, and consider it a most creditable teacher's magazine. I was especially glad to note that you have some very fine advertising, and I congratulate you."—Dudley R. Cowles, D. C., Heath and Company, Atlanta.

"I want to take this opportunity to congratulate you on the way in which you have handled our advertising. Let me say that whoever has charge of setting up your copy knows how to do it far better than the average man who has charge of that work in educational magazines."—C. H. Burrill, Iroquois Publishing Company, Inc., Syracuse, New York.

"I thank you for the looks of our advertisement I saw in your magazine, The Progressive Teacher. I was pleased with the appearance and position which you gave. We will take the same space for five more insertions."—Mrs. Dorothy B. Converse, Business and Sales Manager, The Womens Press, New York City.

WHAT THE SCHOOL HEADS SAY "I am certainly glad to see the effective way that you are carrying on The Progressive Teacher, and I congratulate you on the admirable magazine which you are furnishing your subscribers. I find that it is one of the most read school magazines that we have on our library shelf here at Furman University."—Harry Clark, Dean of Summer School and Professor of Education, Furman University, Greenville, N.C.

"You have a splendid publication that is very valuable to young teachers and I should not hesitate to advise any inquirer to subscribe for it. I should like to see a wide circulation of this magazine among the teachers of our section."—J. W. Brister, President, West Tennessee State Teacher's College, Memphis, Tenn.

"The Progressive Teacher is an excellent publication."—John Preston McConnell, President, State Teachers College, East Radford, Va.

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paper, and the school annual, instead of charging the \$10.65 single event admission price, a larger per cent of the students could, and would, take part. This increased participation means increased school spirit. Second, one ticket campaign in the fall eliminates the oft repeated home room campaigns as each event draws near. This saves both time and teachers' dispositions. Third, a budget for the activities can be based upon the practically known income from the student body. These objectives have been realized.

Now we are confronted with the following problem of adult and alumni ticket sales: The students become more difficult to motivate in selling tickets as the school year progresses; the receipts from the sale of adult tickets is uncertain and has been decreasing slightly so that a budget can be based only on the sum we hope to receive from the sale of adult tickets; and parents and townspeople become tired of frequent solicitation for purchasing tickets. The following plan, we believe, will solve these problems.

Adult activity tickets, admitting to all home athletic contests, plays, musical events, special programs, and including the school paper, are sold for \$3.50. Alumni tickets sell for \$3.75 and include the all-school parties in addition to the events included in the adult ticket. These tickets may be purchased by three payments on the installment plan (Sept. 15th, Oct. 15th, and Nov. 15th) at no additional charge. The record of payments are kept by the student activity plan managers in each home room, using the same system as for the student ticket record.

This plan requires one big drive in the fall instead of many successive ticket sale campaigns during the year, thus eliminating the frequent solicitations of the townspeople. Students are organized for this single drive, and, while considerable time and effort are needed, it is worth-while because the teachers and students are not bothered with further ticket sales for the remainder of the school year.

With both a student and adult ticket plan, the total income can be fairly well predicted for the purpose of budget making. The making of a budget from current need and anticipated income makes possible a fairer distribution of the extra-curricular funds.

The inclusion of the school paper in the adult and alumni plan helps to promote better

school and community relations. The school paper can be used as a very vital force in selling the school to the community. The paper can be distributed by mail or by carrier. While this means some additional expense, the cost is small when the benefits derived are considered. There are possibilities for expanding in the future the adult ticket plan to include adult education, P.T.A. activities, lyciums, and occupational information.

Public Discussion Contests

(Continued from page 11)

still insisting that they "just couldn't give a talk and had never been able to," not a single freshman or sophomore hesitated. Most juniors and seniors appeared nervous and ill-at-ease when facing their class, while the tenth and eleventh grade students experienced no difficulty in talking to the group in an animated and interested manner for four or five minutes. Moreover, in a majority of cases there was a carry-over of learning on how to attack a research problem. Their junior high training had revealed to them what they were actually capable of doing in speech work.

Ralph Waldo Emerson once said: "What I most need is somebody to make me do what I can." The Public Discussion Tournament offers that medium to the junior high school student. Having taken part in an activity of this kind, he feels a trifle superior to his contemporaries in a mastery of the skill of public address. He has built for himself a reputation which he feels must be maintained and, with careful nursing by teachers-to-come, he can. Impressions, likes, and dislikes acquired at this period, if favorably continued, usually become permanent. The junior high school pupil with his emotional gusts, his sudden bursts of enthusiasm, his ideals of good sportsmanship, and his sustained effort in co-operative teamwork offers particularly fertile soil for implanting the seed of interest in and knowledge of public speaking through active participation in a speech contest. He is pliant. Take him—mold him as you will.

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● **MEASURING ACHIEVEMENT IN PHYSICAL EDUCATION**, by Ruth G. Glassow, Associate Professor in Physical Education, University of Wisconsin, and Marion R. Broer, Instructor in Physical Education, University of Wisconsin. Published by W. B. Saunders Company, 1939. 344 pages.

This book is a detailed discussion of the methods of evaluation and selection of physical education tests. It is a textbook for college classes and a guide for school administrators and physical education instructors. It includes a complete discussion of currently available measures and standards of skill for each phase of the physical education program, also detailed charts which describe individual tests.

● **A HANDBOOK FOR THE ACTIVITY SPONSOR**, Bulletin No. 10, prepared by the Committee on Extra-Curricular Activities of the High School Curriculum Revision Program of the State of Missouri, Fred B. Dixon, Chairman. Written and published under the direction of Lloyd W. King, State Superintendent of Schools, Jefferson City, 1940, 181 pages.

This book was written to make available to the sponsors of the extra-curricular activities of Missouri high schools the experiences of schools of Missouri in their field. Chapters treat Student Council, Home Room, Assembly, High School Social Programs, and Clubs. A limited number of copies of the book are available to schools outside the state of Missouri.

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tion, write Best Sales Service, 15445 Lake Shore Boulevard, Cleveland, Ohio.

● **WHAT MAKES THE WHEELS GO ROUND**, by Edward G. Huey. Published by Reynal & Hitchcock, Inc., 1940. 168 pages.

This is a book covering the fundamentals of physics, made in an easy and understandable way for boys and girls. It contains many illustrations by Elmer Loemker, which are valuable as well as interesting. They show the particular phase of the train or the radio "which makes the wheels go round" in that particular machine. This book answers everyday questions of both boys and girls pertaining to machines and the mechanics of physics. It is made easy to read, and anyone who reads it will have a better understanding of the mechanical world in which he lives.

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A love-sick young swain in Dubuque
Serenaded his love with a uque,
But her cross atrabilious
Old paterfamilious
Came and threatened the youth with his
duque.

Who responded in accents of pique:
"Sir, I like not the words that you spique,
And unless you can scrap,
You bald-headed old yap,
I'd advise you some refuge to sique."

Ere the fracas that followed was checked
They were both almost totally wrecked,
But they parted with whacks
Of good will on the backs
And professions of mutual respected.

—Texas Outlook.

Professor: "Now here is a sample of nitro-glycerine."

Student: "My friend Solly used to go to this school and was quite careless with that stuff."

Professor: "Yes, that was Solly all over."
—Science Observer.

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